DIARY

The conversation I didn't have with Prince Charles

To Phoenix House, in south-east London, to offer help on heroin to the Heir to the Throne. I became chairman of Phoenix House, (which provides long-term rehabilitation for drug addicts) when I was MP for the area; Phoenix is now responsible for other centres in Sheffield and South Shields, and may well have to open up more this year. Prince Charles's request to visit *Phoenix House and learn more about* rehabilitation from hard drugs was in line with an honourable tradition. His great uncle David had taken a deep *interest in the plight of another oppressed* community – the Welsh miners – before he became entangled with Stanley Baldwin and Mrs Simpson.

I wish I could *inform YES* readers just what he had to say; but I am prevented by the Buckingham Palace Official Secrets Act. I was told by the appropriate folk (not by Charles, I may say) that it is quite forbidden, if you meet the Heir to our Throne, to reveal either what he said to you or even what you said to him. So to stay within the Royal Edict and avoid a Ponting crucifixion, all I can say is that we discussed ways and means of making the Government better informed about the growing dimensions of a horrendous problem.

I can, however, talk about what we *didn't* discuss – how schools can cope with drugs. There tend to be two ways of going about it – dire warnings against a dangerous and illegal habit – and health education to encourage self-awareness about the nature of addiction to any sort of substance – whether it be glue, alcohol, tobacco or valium.

The latter is a rather more effective approach. The old argument (frequently employed against sex education) that talking about habits just encourages them, is no longer defensible.

Heroin has now spread far beyond London into quite small provincial towns; unemployment and a general sense of hopelessness has put council estates particularly at risk. The only point of retaining the Royal Family is to let them set a good example. So Prince Charles's wish to get involved in drug rehabilitation should be a stimulus to schools to do the same.

Prince Charles: setting a good example

Nursing chair

I have adopted a New Year resolution to be nice to Baroness Cox; so I include this week a mild rebuke to her fellow peers. The other day when she was on one of her forays against the Inner London Education Authority, the Official Record describes the scene thus:

Baroness Cox: *May I draw the minister's attention very briefly to three points which might be helpful.*

Noble Lords: *No!*

I suspect what irritates these disorderly aristocratic male-chauvinists is that they see her as a nurse who takes an obsessive interest in teachers.

Nurses: spear carriers in the NHS theatres.

Which brings me to Harry Judge, a teacher who has recently taken an obsessive interest in nurses.

Harry, it will be recalled, looked after Banbury when it was Britain's biggest comprehensive, before going *on to run Oxford's department of* education. He has recently, however, been concentrating all his energies on reforming the way in which nurses are educated.

He's been asked by the Royal College of Nursing to chair an independent commission to clear up the chaos left by the last academic who attempted the job – Asa Briggs – then of Sussex and now a fellow don of Harry's, in charge of Worcester College. Since the Briggs Report, good nurses have been sucked into "management"; Harry is *trying to get them back to the* "Dettol face" of the health service; in particular he'd like nurses to be able to work in a multi-disciplinary role with *doctors on rather more equal terms.*

Harry got the job after considerable canvassing among the nursing *cognoscenti* as to who would do it most *effectively; the other front-runner in* the final short list – you've guessed – my Lady Cox.

Hot tips and . . .

To the Painted Chamber of the Royal Society of Arts to find myself in the company of important quango-folk like Sir Peter Swynnerton-Dyer and Sir Wilfred Cockcroft to hear the final lecture of their current series on "Education for Tomorrow".

I'd missed John Cassels of the National Economic Development Office on "Work", and Anne Jones of Cranford on "School", so I had to content myself with Dr John Ashworth (once Mrs T's science boffin and currently supremo of Salford University) on "Tomorrow's Universities". The hottest tip he gave was the Ashworth method of persuading dispensable staff *to take early retirement* – summon them at 7 am for interview. Two, John revealed, took the hint without even bothering to turn up.

His talk concerned the purposes of a university, and was entitled "Ivory Towers, Frontier Posts or Service Stations". He properly reminded us *that the origin of the first phrase was* more erotic than academic. (*Song of Solomon* vii 4: "Thy neck is as a tower of ivory; thine eyes like the fishpools of Heshbon by the gate of Bath-Rabbin: And there's lots more about navels and bellies. Look it up.)

John Ashworth settled for service stations partly on the grounds that Oxford had always been a service station for the priesthood, but mostly because Salford happens to have a vacant white (rather than ivory) tower block available to become an information technology service station.

If Dr Ashworth disappointed me, it was in his resignation to the A level rat race. You used to be able to get into Salford with a couple of Es, but now you needed Bs, he told us with a certain gloating embarrassment. "Why?", we asked. Because the University Grants Committee had cut his money last time purely on the basis of A level entry standards.

Later he softened, admitting that his cleverest entrepreneurs had only just scraped in and advising upwardly mobile parents to send their children into further education at 16. With an Ordinary National Diploma, we were told, they'd walk into Salford's 20 per cent "non-traditional-entrant" quota.

. . . even hotter micros

On a slow train to Malvern Wells to *find out about information technology* for schoolchildren – before they earn the privilege of entering into Dr Ashworth's White Tower.

Local authority computer education advisers have sensibly got themselves organized into an association which holds periodic conferences; and they had *invited me to predict their future.* Virtually every local authority in England and Wales had sent their *man* (the only female in sight was Virginia Makins of *The TES*) along with a posse of three from the ILEA led by Martyn Weaver – who wound up as chairman of their association.

The nub of the discussion seemed to be whether to leave the school micro to the (male) computer freaks or generalize use throughout the school by forcing *all teachers to use the new technology,* urge them to proselytize whole staff-rooms to become computer-literate. They tell me it's not all that easy.

History teachers, it seems, are peculiarly sales resistant.

I return home to a tale of woe from my rising-five grandson. Someone has stolen his Croydon infant school micro. My Malvern inspectors tell me it's an increasingly common phenomenon – and that few of them are insured because Lloyds won't cover them any more. I suppose one shouldn't worry, like disappearing library books, as long as they're being read and someone, somewhere is becoming (computer) literate.

Christopher Price

THE TIMES Educational Supplement

FRIDAY MARCH 1 1985 NUMBER 3583 FIRST PUBLISHED 1910 PRICE 85p

Break college hold on YTS courses, union tells minister

by Richard Garner and Mark Jackson

Schools should become involved in the teaching and training of youngsters on the Youth Training Scheme in the same way as colleges of further education are.

This is the line put firmly by teachers' leaders to Lord Young, the Cabinet Minister working on plans to extend the scheme to a two-year programme.

In a private meeting last week leaders of the National Association of Schoolmasters/Union of Women Teachers told Lord Young they were worried about the lack of educational content in college YTS schemes.

Mr Henry Iven, the union's assistant secretary, said: "The education of pupils on YTS has suffered as a result of the scheme being concentrated in further education."

Working groups would have to be set up to investigate its widespread introduction into schools, he said. But Lord Young had expressed interest in the NAS/UWT's proposals.

The NAS/UWT's view is echoed by other teachers' unions. Mr Peter Smith, deputy general secretary of the Assistant Masters' and Mistresses' Association, said: "I think the NAS/UWT is right – but essentially they are putting their *fingers on a very much* larger problem."

His union had just surveyed 200 institutions teaching 16 to 19-year-olds – including sixth-form colleges, tertiary colleges and further education colleges – asking them what constraints they faced in offering courses.

And already it is clear, he said, that sixth-form colleges feel constrained by being unable to operate under further education regulations; thus blocking them from running courses like YTS.

The distinction between institutions operating under schools regulations and FE regulations is wholly artificial and wholly arbitrary and badly needs working out," he added.

The NUT, while critical of the YTS scheme, says it should be extended to schools – especially in rural areas. The union believes the amount of pastoral care and guidance offered to youngsters in a school environment is greater than in FE.

A handful of schools are already participating in the YTS despite a noticeable lack of enthusiasm from the Manpower Services Commission. Its officers echo Lord Young's view of YTS trainees as disgruntled escapees from the school system.

The DES – presumably for different reasons – shows even less interest. Its officials say that they have not heard of any schools being involved in the scheme.

They say that, although there is nothing in the schools' regulations to prevent their participation, the provision of the 1944 Act which bans part-time attendance would seem to make it impracticable.

It is likely that most, if not all, the schools that are already participating are, in fact, community schools, which are able to provide part-time instruction as part of their adult education activities.

But there is a much larger number of schools running special courses for unemployed leavers on the dole who are not allowed to study for more than 15 hours a week initially, and for up to 21 thereafter. This suggests that the ban on part-time teaching is no longer being enforced.

There are three ways in which a school can participate in the YTS:

- As a Mode A managing agent, getting a *block grant from the MSC out* of which it pays the trainees and placing them for work experience with employers;
- As a *Mode B sponsor*, like many colleges, under which the MSC pays the trainees and reimburses the costs of training them; and
- As a *provider* of off-the-job training for schemes run by Mode A employers.

In all three cases the school's main strength is in teaching skills such as typing, catering, information technology, and broad life and social skills.

Mrs Anne Jones, head of Cranford community school near Heathrow, provides off-the-job training for British Airways and Thorn-EMI YTS trainees. She says that it is important for teachers to recognize that the youngsters insist on being treated as adults.

She believes that schools could have a major role in the two-year YTS which it is expected will be announced in the Budget statement. They could take the responsibility for providing the first year of the training, making it a proper bridging course between full-time education and the hard industrial and commercial training which the second year is intended to offer.

Employers said the new YTS, page 14

A disturbing picture of growing numbers of families on the breadline is detailed in new figures collected by the Inner London Education Authority. A quarter of all children in London's primary schools are from families that have both parents out to work, and nearly half inner London's primary schoolchildren and 40 per cent of secondary schoolchildren are entitled to free school meals.

ILEA's index of educational deprivation reveals that among some immigrant communities unemployment has reached staggering levels. Hackney (picture above) is listed in the report, "Children in need", as the area with the second highest rating on the index. Reports, page 8.

Storm over 'occult' book

by Bert Lodge

The Association of *Christian Teachers* has backed a London vicar's protest against a religious education textbook which encourages 10 to 11-year-olds to dabble in voodoo and black magic.

Beginning Religion invites pupils to make up spells and record them "in a spooky voice"; think up reasons why *black magic might work*; suggest uses for a crystal ball and tarot cards and find out what happens at a seance.

"While lacking anything distinctively Christian, it possesses much which is distinctively pagan," Canon John Short, vicar of Christ Church and St John's, New Malden, said this week. "Children of such tender age are taught how to begin their religious studies with no concept whatever of a God who has revealed Himself in the Scriptures and in the person of Jesus Christ."

Mr Richard Wilkins, secretary of the Association of Christian Teachers, commented: "It invites them to engage in actual religious practices of a very unhealthy kind and in a way they would not be expected to do if they were praying at Easter."

The book was defended by Mr Ray Bruce, co-author and a former RE teacher-adviser, although he conceded that after complaints to the publisher, Edward Arnold, *the seance exercise* had been taken out of the latest edition.

He maintained that children were already quite knowledgeable about such topics by the time they began secondary school and conditions.

Before Wednesday's meeting of the management panel, Labour and Conservative authorities had been publicly split over what Sir Keith had meant by saying he could see "no prospect whatsoever" of an extra 7 per cent on top of this year's salary agreement. At the meeting, though, they were united in pressing for an independent conciliator.

The prospect of offering an independent review of teachers' pay and conditions was rejected by the Prime Minister in the Commons on Tuesday. During question time, she said she could see no reason for such an inquiry.

Both local authority leaders and college lecturers' representatives also expressed pessimism about the outcome of their structure talks. NATFHE members are being warned to prepare for selective industrial action.

Mr David Triesman, negotiating secretary of the National Association of Teachers in Further and Higher Education, said: "We were all of us bargaining in good faith. We were being told the money was there."

Meanwhile, selective strike action continued for its seventh week in Scotland over a claim by teachers for an independent review of their pay.

Pay round-up page 6.

L.e.a.s face new front in pay action

by *TES* reporters

Local authority leaders faced the prospect of industrial action on a new front by college lecturers this week.

This followed last week's remarks by Sir Keith Joseph, which killed off hopes of an extra 7 per cent pay increase for teachers in exchange for agreeing a new contract.

Their hopes of bringing an early end to chaos in primary and secondary school classrooms – based on a new initiative drawn up on Wednesday – also appeared doomed.

The employers agreed to ask the teachers if they could jointly appoint an independent conciliator to try to sort out the differences between the two sides. But Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' side during the pay negotiations, appeared to *rule out this initiative.*

The management's unanimous decision to seek conciliation seems to represent a change in direction for Conservative *local authorities.* Last week a proposal for conciliation was rejected by Tory members of the Association of County Councils' *education committee.*

Despite this, Mr Jarvis said the best way forward would be for the employers to return to the Burnham Committee, the formal pay bargaining body, and accept the teachers' proposals to hold separate discussions on pay

NOTICEBOARD

PEOPLE...

Mr Naz Bokhari, deputy head of Haggerston School, to be head of Ernest Bevin School, London, on the retirement of Mr David Potter in April.

Miss Margaret Rudland, deputy head of Norwich High School, to be head of Godolphin and Latymer School, London, from next January.

Mrs J Clanchy, head of St George's School for Girls, Edinburgh, to be head of North London Collegiate School, on the retirement of Miss M McLaughlan at the end of the year.

Dr Brian Nicholson, a former research fellow at Trinity College, Cambridge, to be head of Darlington Hall School, Devon, from April.

Mrs Susan Hopkinson, deputy head of Queen Ethelburga's School, Harrogate, to be head of Stoner School, Wetherby, on the retirement of Miss Doreen Denmark in September.

Professor Stewart Ross Sutherland to be principal of King's College, London, in succession to the late Lord Cameron of Balhousie. He was formerly vice-principal of the college.

Mr Mike Bruce, education research fellow at Thames Polytechnic, to be chairman of the Standing Committee for the Education and Training of Teachers in the Public Sector.

EVENTS...

February 25
Black teachers in language education group meeting from 5–7pm at the University of London Institute of Education, Room 705. *The topic for discussion will be* language teaching provision in the l.e.a.s. Future meetings will take place on the last Monday of each month during term time at the same time and place. Details from Safdar Alladina 01-672 1746.

March 23
School Natural Science Society presidential address by Dr Jonathan Miller on "Metaphors in Science" at Whitelands College, London SW15 at 2.30pm. Admission free, non-members welcome.

March 30
National Association for Pastoral Care in Education inaugural meeting of the Northumberland Association on Tutor Time with Harold Heller at Hirst High School, Ashington. Details from Carole Snelling or Judy Loggie at Hirst High School, Ashington. Details of membership of the northern region of the NAPCE (which extends from Cleveland to Scotland), from Gordon Watson-Broughton, Ponteland County High School, Ponteland NE20 9EY.

Music for Youth
Regional auditions for the National Festival of Music for Youth to be held at the Royal Festival Hall in London in July will take place throughout England, Scotland and Wales during March. Full details from NFMY (Regionals), 23a Kings Road, London SW3 4RP, or telephone 01-730 2628.

CONFERENCES...

February 23
World Education Fellowship conference on "The Arts Under Threat" at the Scotti Headquarters, Queen's Gate, London SW7. Speakers include Claudia Clare and Dr Godfrey Brandt and there will be an illustrated presentation by the ILEA African Arts in Education Project. Details from Dr Anthony Weaver, 1 St Barnabas Villas, London SW8 2EH. Fee £8 (£6.50 to WEF members)

March 2
Association of Teachers of Italian conference on Assessment and Examinations in Italian at the Polish Hearth, 55 Princes Gate, Exhibition Road, London SW7. Fee £6 (£4 members). Details from Mrs A. Farrel, The Retreat, Kingsingfield Road, West Kingsdown, Sevenoaks, Kent TN15 6LJ.

March 9
Languages, Mathematics, Topic Work and Educational Television" – a conference at the University of York, Alcuin College. Speakers include Dr Ernest Choat, Miss Dorothy Hobart, Mr Michael Scarborough, Mr Harry Griffin, Mrs Ann Bucknall and Miss Margaret Follows. The chairman is Mr Frank Harris. Details from the Secretary, Audio Visual Centre, University of York, Heslington, York YO1 5DD.

March 20
National Association for Outdoor Education and Sports Council one-day seminar for youth workers, teachers and students on "The Management of Risk" at Wolverhampton Polytechnic. Details from Jerry Allen, Faculty of Education, Wolverhampton Polytechnic, Dudley Site, Castle View, Dudley, West Midlands DY1 3HR.

March 27–28 and 28–29
Social Administration Association residential conference for A level students and teachers on "Poverty, the Family and Social Policy". Details from Michael Brown, 21 The Glade, Newbury, Berks 0635 43518.

COMPETITIONS...

"Write to reply". The tips *"Engineering Essay Competition"* for teachers/careers officers on how pupils can win themselves a holiday in schools £500 by writing not more than 750 words on "What has engineering ever done for me?" (students 11 to 19) or "What can industry do to improve the image of engineering as a career for young men and women?" (teachers, careers officers). For full details write to *The TES* Engineering Essay Competition, ECIS, PO Box 176, 54 Clarendon Road, Herts WD1 1LB. Entries by March 31 1985.

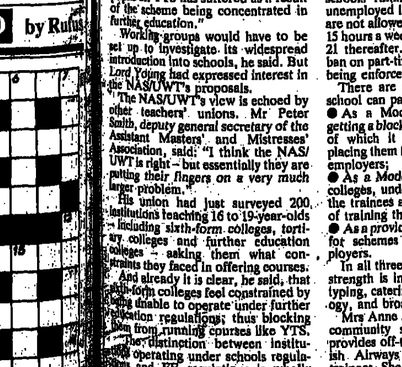
Portrait Photography
Impressions Gallery, York and National Portrait Gallery Education Department photographic competition for children aged 8–16. No entry fee is required. Children are asked to submit up to three black and white portrait photographs, unmounted, with photograph title, name, address and age on the back. Entries to impressions Gallery, 17 Coltergate, York by June 21. Prizes will be awarded in three age groups: 8–12, 13–15 and 16–18 years.

PUBLICATIONS...

A Century of Education by Graham Howarth describes 100 years of education at Wesley Methodist Primary School, Radcliffe, Manchester, through research into the school log books, correspondence and returns from the last century, reminiscences of former pupils and teachers and early photographs. It is available from the school, Forth Road, Radcliffe, Manchester price £2.50 plus 30p postage.

A Chatham Story by Nicholas Bennett is a history of Chatchurch School for Girls, Chatham, from its foundation in 1845 as a National *School, until its present status as a* non-denominational county school. Copies are available from the School, Magpie Hall Road, Chatham, Kent, price £1.50 plus 30p postage.

No 191 CROSSWORD by Rufus



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3 Order a sweet (5,3)
8 Over-disposed to wander (4)
9 Beats in a child's game, we hear, (8)
11 Looks into construction at given sites (12)
13 Keeping up an empty apartment (6)
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TIMES PAST — THE TIMES

EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Counting the teachers out

As the miners were counted back to work this week, the teachers were counted out, the next shock wave of organized labour to hurl itself at an implacable Government.

There can be little doubt now that the teacher unions' real quarrel is with the Government, and that the local authority employers are playing a more than usually helpless piggy-in-the-middle role, with virtually no room left to manage or manoeuvre unless public sector pay policies are breached significantly enough to make the structure package a saleable proposition again, if only for the longer term. That is still a more credible proposition than expecting Mrs Thatcher to sanction any agreement to throw money at the confrontation in the short-term.

In these circumstances, it is particularly difficult to see how the local authorities – after Sir Keith Joseph's latest kiss-of-death intervention – can unite on any effective policy except to sit it out until agreement can at least be reached to seek conciliation and eventually, presumably, arbitration on this year's pay claim. And that point is only likely to arrive after some weeks of mounting bitterness, during which public sympathy for the teachers' justified claim for a worthwhile rise is eroded by parental worries about lost schooling and exams.

Given that such a scenario must be expected to have an ending even more unsatisfactory than last year's, it is more than ever essential to explore thoroughly what the possibilities are in a structured world.

So the first question which has to be asked is whether the Secretary of State for Education really dealt such a mortal blow to the structure package with his brutal financial realism in the House of Commons last week as has since been claimed, or pretended, in some quarters. Or alternatively, whether the figures he quoted and dismissed meant that the employers had been deceiving the teachers all along about the amount of money that might be found, or that he had changed his own mind.

The truth is that it wasn't so much what Sir Keith said, as the way that he said it, that caused all the over-reaction (and handed to the NUT on a plate the ideal opportunity to ballot a membership which now had its leaders' lack of faith in the structure bait amply confirmed). Hansard has seldom been read so carefully in the education world as it has this week, and the small print revealed nothing new in his position that should have come as a surprise to those involved in the negotiations.

The crucial words were: "I am aware of the suggestions that an extra 7 per cent might be available in addition to the increase that might result from annual negotiation. I see no prospect whatsoever of such an increase."

If we go back to what he has put into writing, what passes for the educational Crown Jewels is the letter sent to the employers' leaders, Mrs Nicole Harrison and Mr Philip Merridale, last July, in which he made the unquantified promise to commend to his colleagues a package of proposals from the Burnham Structure Working Party as soon as something acceptable had been agreed.

When the employers' leaders met him on November 14 with proposals along those lines ready to unveil, and with costings already trimmed under the watchful eye of the DES to around 7 per cent, it seems to have been clear to everyone present that that figure represented something like his ceiling. (If anything, he would have preferred it to be less). Seven and a half per cent for structure plus 3 per cent as the going rate for inflation was "out of reach".

An alternative way of doing the sum which the employers tried then, and are still half-heartedly hanging on to, is to recognize that a structure deal could not possibly be concluded in time for a full year's costs to be payable this year. For a structure deal starting from, say, September that could set out a sum like 4 per cent + 3½ per cent, with an answer once again in the region of 7 per cent. (An answer also to be arrived at if you read carefully the small print of the LACSAB letter of February 7 which talked of adding 4 per cent to the price of a *full* year's structure deal).

But there was more bad news at that November meeting. Sir Keith did not expect 1985–86 targets to be eased to allow for a structure deal, so any extra money would have to be found especially by him. And it was now clear that he was not prepared to pay more than 3 or 4 per cent extra for all the benefits that were supposed to flow from it. The effect of last week's intervention was to make crystal clear to everyone the totally unrealistic low price he is setting on such a package.

Whatever happens now to this year's pay claim, and especially if it ends in disappointment, the structure talks need to be resumed for next year and the years after, because even at the present modest level they provide a worthwhile base for pay aspirations in the future. Answering a question in the House in December, Sir Keith estimated the annual cost of the proposals as building up over seven years to £650m, or 15 per cent at current prices.

So if structure is dead for this year, it will soon be urgent to start talking seriously for next year if the cost is to be recognized in RSG targets for 1986–87. That means agreement by July, which is where we came in last year. The local authorities have done their homework on the proposals in that wasted year, but if there is to be any real inducement for the teachers to start discussing them – in whatever forum can be devised – Sir Keith will have to offer something more positive to back them up.

Second opinion

Left to m'learned friends?

Arguments in the High Court [illegible] Friday over whether the National Union of Teachers' nation-wide withdrawal of goodwill involves a breach of contract provided a salutary warning for teachers of the sort of contract they might get if it were left to the courts.

There were several indications as to how such a contract might shape up during the hearing of the injunction brought by Solihull Council against the NUT.

At one stage, the NUT's QC, Mr Andrew Hillier, acknowledged that it had "some difficulty" in arguing that providing cover for absent colleagues was not part of a teacher's contract. But another, Mr Justice Warner, hearing the case, said that teachers who volunteer for lunchtime supervision should at the very least, give their local teachers adequate warning of any intention to withdraw such cover. Solihull argued that the act of volunteering made the duty a contractual commitment.

The NUT does not intend to reopen the whole question of the teachers' contract by appealing against the judgment, and Solihull is unlikely to take the case any further. It could sue for damages incurred whilst the teachers were withdrawing their goodwill without a ballot – but it would be difficult for it to prove it had suffered financial loss.

However, that does not mean the issue will not come before the courts again. Several local educational authorities are threatening to deduct wages from teachers withdrawing goodwill and an aggrieved teacher suing for loss of income could respond to the legal argument.

Whilst the NUT was busy defending itself in court against the Solihull injunction, the National Association of Schoolmasters/Union of Women Teachers decided that it would not because – in the words of its deputy general secretary, Mr Nigel de Gruchy – it did not want "some fuddy-duddy judge" deciding what constituted a teacher's contract.

Such comments could obviously be interpreted as unkind to the Mr Justice Warners of this world. However, it is true that he showed himself during the course of the hearing to be less than *au fait* with the way schools are run. In considering whether the NUT's call to boycott sports and drama activities during the lunch-hour could be construed as an inducement to a breach of contract, he asked: "Does this mean that children sit down at their lunch and watch a play?"

Mr Alexander Irvine QC for Solihull, sought to remind his learned friend of university days adding: "I don't think they (the children) have a quarter playing for them during their lunch hour."

This aside may seem frivolous but it does lend support to the view that those involved in the world of education could be better qualified to judge what a teacher's job involves.

The indications are that a teacher's contract shaped in the courts would contain an element of cover for absent colleagues and a tightening up of lunchtime supervision arrangements – just the sort of things spelt out in the management panel's structure package.

There would be one crucial difference, though – a High Court judge's remit would not allow any forum for ruling that teachers should receive extra pay for this new definition of their contract.

The lesson to be drawn is obvious: there is an urgent need to use the current breathing space to find some satisfactory forum for discussing a new contract for teachers before it is laid down on tablets of unnegotiable stone.

Richard Garner

COMMENT

State of the Acorn

Olivetti's takeover of Acorn Computer came as a huge relief to the many schools and local authorities that invested in the BBC microcomputer. Whatever the attractions of the new generation 16 and 32 bit micros (see Mike Doran's article in the Computer Extra, page 38) the BBC micro still has a few years to serve out in many schools.

Acorn's dominance in school computing – won thanks to public money, with the BBC contract and the Department of Industry scheme – has had plenty of critics (not least rival British and American companies). One result has undoubtedly been that a lot of effort and ingenuity has gone into cramming software onto what these days is extremely limited memory space.

But at the time when local authorities were making their decisions, the BBC micro was a perfectly sensible bet – sophisticated and friendly for its time, and expandable. And the standardization imposed by the DOI's restricted offers helped the development and dissemination of higher quality educational software.

The existing machines in British schools will continue to do many things perfectly well. But it is important to develop educational uses for the latest "state of the art" computers if Britain is not only to keep its widely recognized lead in educational computing, but to avoid lagging behind other countries.

For example, the major new French programme for secondary schools will be based on second generation business computers, not the first generation home computers found in most British schools. And the United States has far more research and development based on the latest powerful and increasingly easy-to-use machines, and some impressive results are beginning to emerge.

In Britain, local authorities strong on the applications of information technology in schools will continue to blaze trails, using the latest machines. But if their work is to be widely applied in schools, and exported, continuing national development funds will be needed. The DES is currently considering what kind of national initiative will be needed when the Microelectronic Education Programme ends next year.

It must recognize the need to encourage capital investment in the latest computers, and the development of educational software that makes the most of their power. And this on a large enough scale for the kind of grassroots development that has succeeded well in the past, and for reasonable numbers of secondary pupils to become familiar with today's information technology, not the day before yesterday's.

The Garden withers

The precise nature of the Arts Council's accountability is a moot point, but its policy decisions are clearly a matter of public interest. The curious situation which has arisen over the fate of its literature department raises questions which go far beyond the issue of justice to the individuals concerned, and even beyond the issue of public support for literature itself. As we went to press a furious campaign was being waged by literary organizations to persuade the Council, at its meeting on Wednesday, to reverse the decision, taken apparently at management level, to axe its literature department and to leave its residual literary affairs in the hands of a part-time officer answerable to the deputy-secretary general (whose scepticism about the value of the Council's activities in this quarter is well known).

A budget of £518,000, with numerous dependent clients, is of course far too complex a matter to be handled effectively by this means. The perennially beleaguered Poetry Society and National Book League, and several magazines including the splendid *London Review of Books*, will be wise to look to their defences, as a total pull-out from the field is presumably envisaged after a further unsatisfactory year or two.

Arts Council support for music and the theatre has long been self-evidently necessary; its help for writers, publishers and readers rests on arguments which its impulsive decision-makers seem unable or unwilling to grasp. The relative smallness of the literature budget, in relation both to the Council's other funding and public scale of the "industry" it was designed to serve – should not have blinded them (though it clearly has) to its beneficial potential.

There is plenty of evidence, for those with eyes to see, that this potential has already been realized. Without Arts Council support, poetry publishing will immediately wither in some quarters. The list of first-rank authors who were originally helped on their way by Arts Council grants is a long one; a number of important books owe their existence to the same source. Sir William Rees-Mogg is fond, as his literature director is, of adducing the shortage of ideas as to how the Council's literature funds might be used: this is simply nonsense. There has been, however, an acute shortage of conviction and imagination in the upper reaches of his organization.

But back to the mechanics of the decision. The official line is that it was implicit in the risibly ill-argued literature section of *The Glory of the Garden*, but that is stretching the truth somewhat. Is it perhaps not so much a "decision" as the opening ploy in a bout of industrial bargaining? Is this a foretaste of the "new managerial style" rumoured to be in the offing at 105 Piccadilly? If it is, shame on Sir William and his henchmen. Unless the 19-member Council change their spots and for once assert their determination not to be trampled on, they will merely reinforce the growing public conviction that they have no further effective function, except as a seemingly democratic cover for the diktats of the managers.

... no comment

"I told her that if she wanted to run her life round boys and become a tart, we would send her to the local comprehensive, because we weren't prepared to pay for her to go to private school any longer."

From "Parents and the new facts of life", The Sunday Telegraph, February 17, 1985

NEWS

Parents benefit in new code for place appeals

by Susannah Kirkman

A new code of practice for school appeals committee will mean extra work for local authorities and should give parents a better chance in battles over school places.

The code puts the onus on l.e.a.s to prove that the admission of an extra child would "prejudice the provision of efficient education or the efficient use of resources."

Authorities will have to justify their case if they refuse a child a place on the grounds that education would suffer if admissions limited were exceeded. And appeals tribunals will have to decide whether a possible drop in educational standards would outweigh the consequence of refusing to comply with parents' wishes.

The code is not legally binding, but ombudsmen and law courts will take it into consideration when they are dealing with complaints of maladministration or appeals from parents. According to a spokesman for the Association of County Councils, any departures from it must be for "good, justifiable local reasons".

Some l.e.a.s fear that the code will increase their administrative load and that more parents will appeal against the decisions of appeals tribunals. They feel it will be difficult to prove that an extra admission would prejudice efficient education unless the class size is already way over an acceptable limit.

The ACC says evidence could hinge on factors like the capacity of school laboratories. L.e.a.s might have to produce such evidence as a shortage of desks for pupils, or explaining why teachers would be unable to cope with larger classes, says a spokesman for the local ombudsman.

Head teachers may be expected to justify an exclusion to the committee.

And falling rolls at neighbouring schools cannot be used as an excuse unless it can be proved, for instance, that the curriculum of that school would suffer if numbers were allowed to decline beyond a certain point.

In South Glamorgan, where the conduct of an appeals tribunal was criticized in a High Court judgment last year, the authority has now worked out the exact cost of an empty place in an under-subscribed school. Every school appeals case now receives very detailed attention and the authority is taking pains to quantify the damaging effects of extra admissions.

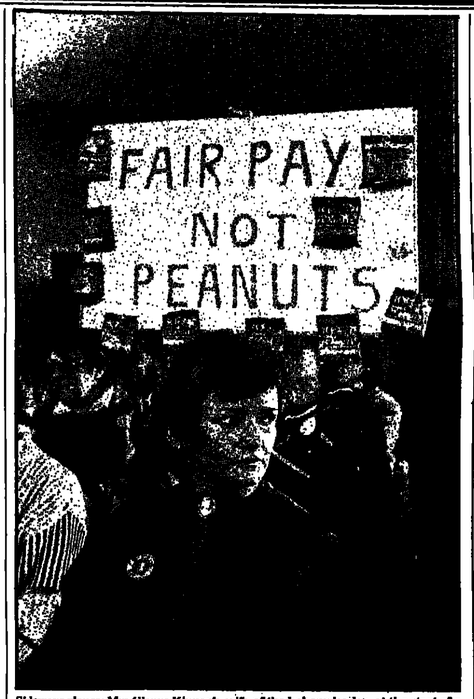
But South Glamorgan does not feel it is fair to use heads or teachers to argue the l.e.a.s policy, even though the authority is under pressure to do so.

The revised code has been influenced by the judgment against South Glamorgan, which ruled that a South Glamorgan appeals tribunal should have considered whether one extra admission at a school would be more damaging than denying parents their first choice of school.

The three local ombudsmen in England have also criticized l.e.a.s for failing to set out evidence for their rejection of parents' appeals.

The new code suggests that appeals committees should also write to parents after the appeal to explain the reasons for its decision. And it recommends that appeals should be heard before pupils are due to start the school concerned, to spare parents and children unnecessary worry and uncertainty.

The code has been drawn up by the local authority associations and the Council on Tribunals – the Government body which monitors tribunal cases.



Sideways glance: Mrs Glenys Kinnock, wife of the Labour leader, at the start of a rally last Tuesday to launch the three-day strike action in 10 Brent schools, as part of the nationwide action by the NUT in pursuit of the teachers' pay claim. Mrs Kinnock is the NUT representative at Wykeham junior school, where she is a part-time teacher. Pay round-up page 6.

Northants exam results worry HMI

Northamptonshire's exam results are cause for concern, according to a report by HM Inspectors on education provision by the authority.

Although HMI found a great deal of competent work in schools and colleges, it noted that O and A levels results were below the national average: 18.9 per cent of Northamptonshire's school leavers gained five or more O levels compared with the national average of 23.3 per cent in 1982–83.

A level performance also lags behind the rest of the country. In 1982–83, the national average showed that 14.3 per cent of leavers achieved one or more A levels; while in Northamptonshire the figure was only 10.3 per cent, a smaller percentage than 10 years ago.

Northamptonshire increased its funding of books, furniture and equipment in 1983–84, but secondary schools had only a "precarious" supply of textbooks.

The overall picture was generally satisfactory, but HMI said school work tended to be aimed at a middle range of ability "leaving the more able pupils insufficiently stretched and challenged and the less able in need of support".

Other areas of concern include:

- the high number of small rural schools, which are expensive to maintain,
- the difficulty of some of the smaller middle schools in covering a broad curriculum;
- the large number of small sixth forms, which are expensive and fail to provide a sufficiently rich and varied "intellectual challenge".

Sir Keith Joseph, the Education Secretary, has discussed the report's findings with the authority.

Labour councils to set rates battle strategy

by Mike Durham

A head-on confrontation between local authorities and the Government over rate-capping will move a step nearer next week when high-spending Labour councils hold coordinated crisis budget meetings.

At least 25 Labour councils, including eight Labour education authorities, are expected to adopt a policy of non-cooperation with the Government when they meet next Thursday and Friday.

Many authorities may simply refuse to set a rate for the next financial year. Other options open to councillors are to continue overspending and set a deficit budget, or to levy an illegal rate in defiance of the rate-capping legislation.

But the outcome is uncertain because some elected members may be deterred at the prospect of being fined, made bankrupt and disqualified from office if their actions are successfully challenged in court.

Three rate-capped l.e.a.s, the Inner London Education Authority, Haringey and Sheffield, are among the 16 rate-capped Labour local authorities leading the opposition. A fourth, Brent, which is Conservative-led, has agreed to comply with government spending restrictions.

Five other Labour-controlled l.e.a.s are at the forefront of the rates battle, even though they have not been singled out for rate-capping in 1985–86. They claim the Government's spending targets are far too low and may also refuse to set a rate.

In Liverpool, council leaders say that unless an extra £300 million in Government aid is made available it will issue redundancy notices to 14,000 employees, including 650 teachers.

In Manchester, councillors claim that education cuts of about £14 million will have to be made if the council is to meet government spending targets. The alternative is a rate rise of 79 per cent.

Avon says it would be forced to cut £12½ million from education spending next year, with drastic reductions in nursery education, FE awards and school meals subsidies, teachers centres, in-service training and many other areas.

Education spending in North Tyneside is planned to rise by 10 per cent next year to allow for growth with extra teachers, higher capitation and new nursery units. But council leaders acknowledge this could not be achieved if the government's spending targets are to be met.

And in Newham the Labour leadership estimates that it will have to make 16.5 per cent cuts to meet targets. The council expects to try to carry out a "standstill" budget based on this year's spending.

All five councils believe they are likely to be rate-capped in 1986 on present form, and are joining the opposition to the rate-capping legislation.

● Teachers in four local education authorities facing rate-capping this year will hold a one day strike next week to protest at the cuts in education spending and threat to jobs that could follow.

The National Union of Teachers has told branches in inner London, Haringey, Brent and Sheffield they will have official support for the action next Wednesday.

Advice abounds on drug abuse

Teachers, local authorities and parents are to be deluged with advice on how to cope with teenage drug users, as part of the new Government initiative against drug abuse.

The Department of Education and Science is also to launch a campaign to persuade l.e.a.s to take the problem seriously, and encourage them to set up locally-coordinated units.

The DES campaign will run alongside the controversial £2 million television advertising campaign announced this week. The television ads, to start in April, will be aimed at teenagers who are "at risk" – then ones who might try hard drugs.

The DES campaign, aimed at l.e.a.s, teachers and youth workers, is seen as the first stage of a long-term commitment.

L.e.a.s will be encouraged to coordinate advice and rehabilitation agencies in their areas, including teachers, heads and school health advisers, to provide a well-organized local safety net for at-risk pupils.

The Wirral has been praised for its locally-organized drugs notification system. The authority is to be given £10,000 to continue its work.

The Educational Management Information Exchange, part of the National Foundation for Educational Research, is to be given £11,000 to set up a pool of information from l.e.a.s on the extent of the problem and how it is being handled.

Guidelines to all l.e.a.s on locally-managed schemes to be sent out in April will be accompanied by a booklet for schools on drug abuse, symptoms to look for, and advice on how to cope with "at-risk" pupils.

A further £85,000 is being given to the Health Education Council to produce factual material for teachers, youth workers and college lecturers, in cooperation with drugs advisory bureaux. The advice will be available in about a year's time.

The DES initiative follows a series of internal HM Inspectorate reports on the drug problem in schools, which revealed that teachers are generally ill-informed about the nature of heroin abuse and unwilling to take the responsibility to do anything about it.

One grey area is in-service teacher training. At present only a few hundred teachers a year go on in-service drugs education courses, and there are no plans to increase provision yet.

The television campaign is to be accompanied by a Department of Health leaflet for parents, which will tell them how to seek professional advice.

No entry for rising fives

Provision for rising fives is to be abolished by the London borough of Hillingdon as part of a £2.5m package of education cuts.

The decision to revert to the statutory entry date for all primary children – that is access to a place in the term following their fifth birthday instead of before their fifth birthday – implies a cut of 25 teaching jobs and was taken by ruling Conservatives on the education committee this week.

The Tory group commissioned a MORI poll last autumn to discover residents' views about a 40 per cent rate rise and has now opted for a 24 per cent rise. The authority blames an £8m cut in Government grants for its financial crisis.

Altogether, 153 teachers' jobs will be lost including 28 through falling rolls.

The package includes a worsening of pupil teacher ratios by one whole point, a 10 per cent capitation cut and a 23 per cent reduction in furniture and equipment spending.

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PLATFORM

Let us all eat cake . . .

J D Lyn Jones (above) ponders the plight of beleaguered paterfamilias and education service, faced with the forces of privatization, penalties and "transferred hurt"

Two months into 1985, I am, bemusedly, trying to square with discerned reality and internal consistency three of the Prime Minister's New Year exhortations to the faithful.

In a message to Conservative Party workers, published on December 31 in *Newsline* (or is it *Newspeak*), she said that Government "should not dig its hands too deep into people's pay packets".

Writing in the same paper, she also said: "If we are to reduce the burden of income tax, and I am determined that we shall, then we must show equal determination in our control of public spending . . . Let us accept our responsibility to help create more jobs."

In the Servicemen's New Year interview came this more arcane pronouncement.

"You say we make a living by taking in one another's laundry; these days it is not so simple as that. Leisure, pleasure, entertainment, culture, travel, tourism, insurance are big business . . . And so we have to look, not only at our solid manufacturing base and to extend that, but . . . also, to the great areas I have indicated, because that is where the really large number of jobs reside."

More as the father of a quiver of dependent children than as a director of education, I am presumably expected to rejoice, Sterling's battered resilience permitting, in the imminent Budget gift of a few crumbs from Inland Revenue's table and easement in my family's annual hurt of a £5,000 tax bill. But ever to my back I hear other displumers drawing near.

Against the increase in net income that the Budget may bring, and in terms of pocket not pay packet, I now await a catastrophic increase in monthly mortgage payments, an "upward adjustment" of 10 per cent in water rates (Ave Niagara!), escalating gas, electricity and telephone charges, greater health and dental payments, VAT-augmented prices for educational texts, increased school meal and travel charges (£3 per platter per day around a large breakfast table), the usual "transferred hurt" of increased National Insurance, and—assuredly—a substantially larger rates bill in respect [illegible]

Other changes in the order of things are impending. From September, I shall assume full financial responsibility for those of my children (three of six) in higher education. By then, also, I shall, probably, have forfeited my rights to children's benefits, without any compensatory adjustment in income tax coding. I shall also have come to accept the inequity of my receiving the benefit of a tax-free lump sum (towards which I would have contributed about 5 per cent of my annual salary over 40 years), should I live to pensionable age.

Faced with the certainty of further assaults (Government contrived) upon the family budget, I can nevertheless admire the conjurer's skills. What masterly sleight of hand – marginally fatter pay packets, but at the expense of impoverished pockets – and all depicted as a major victory in the battle against inflation and another giant step towards Nirvana.

Of the monetarist, as of the Pharisee, one could always assert that "with one hand, he put a penny in the urn of charity and with the other took a shilling out". What I find remarkable is that, thanks to our collective gullibility, this epitaph has now become a vote-catching slogan.

Specifically, it is the pronouncement on the leisure, pleasure, entertainment, culture and other non-industrial "growth areas" (now public sector "no-go" zones) that taxes my powers of Powellian logic. Setting aside travel, insurance and bizarre laundry exchanges, it seems that Government is unaware of the input made by innovative local authorities, with benefit of Tory blessing in the heady days of 1974, into these areas of job creative activity.

Who but the local authorities are now the principal providers, either directly or via grant-in-aid to voluntary bodies, of indoor leisure centres, swimming pools, mountain activity centres, community associations, parks and open spaces, playing fields, public meeting spaces, sail training bases, youth clubs, libraries, adult education day and evening centres, and a myriad variety of art, music, dance and drama facilities?

Let Government remind itself that, setting aside statutory requirements regarding public libraries, local education authorities are enjoined by law (Section 41 of the Butler Education Act) to secure provision of "leisure time occupation in such organized cultural training and recreative activities, as are suited to their requirements, for any persons over school age who are able and willing to profit by the facilities provided for that purpose".

Government must be unaware of the wholesale dismantling of leisure and recreative facilities into which the major local authorities are now being forced by Patrick Jenkin's pincers – year by year reduction in Exchequer Grant to local authority spending, and mindless application of the target and grant penalty mechanisms.

Despite the depressing certainty of an average rate increase of about 8 per cent from April, mainly to compensate for grant loss, the major providing authorities, if they are to avoid abatement of residual grant by exceeding target spend, must apply the knife to all their youth and community and adult education centres, to libraries and other cultural support services, in short to all those facilities where, ostensibly with the virtual collapse of our national manufacturing base, "the really large numbers of jobs reside".

But, surely, all this misses the Prime Minister's central point. She is not opposed to job creative growth in the essential areas of leisure and recreation, but, right-mindedly, is averse to this being a charge against the public sector purse, and left to the incompetent ministrations of local bureaucracy. (This issue is no longer "OK manufacturing" versus parasitic servicing industries, but "OK private sector servicing" versus wealth-abating public sector enterprise).

Salvation lies in "privatizing", not closing, those valued local facilities in favour of cost-effective delivery from the sturdy entrepreneur, the mainstay of the land. Deludedly, local authorities have, for years, acted on the assumption that part of their role is to provide a range of subsidized services, for benefit, according to identified need of the community at large, which would not be available were they required to operate on a full cost basis.

Yes, one could sweep away the subsidized youth service and sell off sail training bases and mountain centres to the private sector. What then happens, however, is that those facilities, operating on a commercial basis, price themselves beyond the reach of those who most need them – the impoverished young (many unemployed), the handicapped, the socially disadvantaged and disaffected.

Again, local authorities could cease to subsidize adult education classes and community use of school buildings and playing fields, and charge the full economic rate to their millions of users. In reality, they would simply lose their clientele. Authorities such as mine, who each year attempt to raise their charges in line with increasing costs, never cease to be amazed at how quickly the middle-class ratepayer abandons his notions of sturdy Thatcherite self-sufficiency, when his subsidized schools hall badminton or pottery classes are threatened.

What prospect then of the new dawn? One begins to see a rationale for every public library which drains the public purse, let private enterprise provide a wealth-creative video nasty outlet. Sweep away your dreary community halls and let's have up-market casinos instead. Who needs adult education when bingo halls beckon? Sauna and jacuzzi are in: lavatorial public baths are out.

Why bother with (affordable, ex-gravel pit) sail training bases if our coastline is awash with smart marinas? Why send the shiftless young, with benefit of ratepayer subsidy, on Duke of Edinburgh expeditions to Wales when, with enterprise and thrift, they could buy themselves an Alpine holiday? What was it that Marie Antoinette said? "Let them eat cake." And what better time than now — International Youth *and* Music Year — to sweep away a few hundred superfluous youth centres and school instrumental music services?

But all is not lost. Culture is "big business", so long, that is, as the public sector doesn't have to foot the bill. With the abolition of the Greater London Council and cessation of its support of the arts London-wide, with central government's savage curtailment of funding for the arts and sciences alike, with local authorities forced by grant penalty to ignore their Section 41 obligations, we may look forward to a second golden age of private patronage, with the altruistic captains of industry disbursing their millions to enrich our cultural heritage.

Big business indeed, but a little short of credibility, especially on the job creation side. No matter: teachers, even those public sector ushers, towards whom Sir Keith shows such aversion, have something to do with cultural enrichment and we still employ plenty of them. (Was it Zeeobie or Keith Joseph who, of a long lost friend, said: "He is either dead or he's teaching school"?)

What is more, I.e.o.s. have been assured that it will be possible this year and hereafter for them to improve their pupil-teacher ratio the better to come to grips with curriculum innovation, new public examinations, the needs of the least able, school evaluation, teacher appraisal, and much more.

Alas, there is a difficulty even here. Patrick Jenkin's two-handed engine (Target and Grant Penalty) is going to force most L.e.a.s, from April, to claw back on teacher numbers and so worsen pupil-teacher ratio. Government's recent White Paper on public expenditure during the next three years suggests a loss of 14,000 teachers. No matter how little our teachers are deemed to contribute to the community's enrichment, they will shortly be contributing less, because there will be fewer of them. What was it that Tom King said recently about the haemorrhage of Job losses having been halted? The spate will shortly reach haemophiliac proportions!

But wait. Be fair. What of pleasure, travel, tourism and insurance, not to mention laundries? Which brings me back to bankrupted, care-worn paterfamilias and my concern for the beleaguered education service. There is the consolation of my fond, escapist dreams – shedding the woes of the real world and voyaging, on something more robust than Norman Tebbit's bike, to a distant, culturally-abundant Never-Never Land, where kindly entrepreneurs make a living by taking each other's washing, but, also prudently insure themselves against bankruptcy . . .

Did Orwell get things so badly wrong? His chronology was one year out, and he wasn't too clever on genders. But, otherwise . . . Let us all eat cake.

J. D. Lyn Jones is director of education for Hillingdon.

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RING THE CHANGE

The Department of Education and Science, Elizabeth House, York Road, London SE1 7PH, has a new telephone number, as from 4 March 1985:

DES
01-934 9000

PRIMARY

MPs warned of impending staffing crisis

by Sarah Bayliss

Primary schools of the future could face a critical shortage of senior teachers and heads unless radical steps on pay, recruitment and training are taken now by central and local government.

That warning was delivered to MPs this week by the National Association of Inspectors and Educational Advisers in evidence to the Commons Select Committee on Education.

MPs heard that the proportion of newly-qualified teachers employed over the past seven to eight years was relatively low.

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Integrating arts and junior science	**24**
Extra: includes articles on Computers in primary schools	**38-60**

"More worryingly," said NAIEA's written submission, "there is a substantial number of teachers who have only taught in one school . . . There will clearly be problems of selecting appropriate teachers for leading roles in primary schools, including headteachers, unless, through new development staff procedures, a greater flow of appropriately qualified teachers, from older age groups, can be stimulated."

Dr Peter Matthews, vice-president of the association and principal adviser for Northumberland, reassured MPs that where staff had held only one job and where schools were isolated "eyes can be opened" in many different ways, but most required resources.

In his own authority one method was to base in-service training courses in different schools and classrooms. "It's a very simple but effective way of disseminating good practice."

The association made a strong case for every local authority to have a "declared staff development programme" with a clear description of in-service training, re-training and secondments.

Its submission said that unless salaries were restored to previous levels, the most able, ambitious and highly-qualified teachers would avoid teaching in the primary sector "thus denying the primary schools the services of those most likely to raise their standards". It was also vital to offer new challenges to relatively young heads for whom there were no large schools to move to.

Asked by the chairman, Sir William Van Straubenzee, Conservative MP for Wokingham, what was at the top of their "shopping list", Mr Matthews replied: "The need to attract, educate and employ teachers of the highest possible quality. Without them all the rest is immaterial."

Bidding farewell: this charming predecessor of the Sinclair C5 has been used as a road safety teaching aid at Trull primary school, Taunton, Somerset for the past 25 years. But now the school has reluctantly decided to auction off its treasured Noddy car in order to raise money for a computer. "It's in very good condition but it really is too heavy to carry in and out of classrooms," said headmistress Mrs Margaret Jones. "However, all the children will miss it."
Picture: Martin Keene

Belfast trust seeks integrated school

Belfast parents will next week hold the first in a series of public meetings to explore the possibility of setting up an independent primary school taking children from both sides of the religious divide.

The proposal has come from "All Children Together" – a charitable trust which in 1981 set up Lagan College, an integrated secondary school in Belfast.

"We have always dreamed of the day when an integrated primary school would be a recognized option for all parents," said Elizabeth Benton, chairman of ACT.

Parents in South Belfast who are particularly active in ACT hope that the primary school will be opened by next September. A development officer was appointed last month and is promoting the idea "as a matter of urgency", as well as supporting the work of the governors of Lagan College.

Lagan was granted maintained status last April and since then all staff have been paid by the Department of Education. But capital costs are heavy and experience suggests that founding a new school requires cash reserves of around £500,000. A major appeal has been launched to raise funds for the new primary.

Ms Benton said she saw no sign of the Government doing any more than welcoming the demand for integrated schools. "It shows no intention of providing them as of right for those who want them."

She says that having set up two schools ACT may decide that the right to an integrated education should be taken to the European Court of Human Rights in Strasburg.

NEWS

Good jobs are forecast for numerate graduates

by Diane Spencer

Job prospects for graduates in business studies, maths and computing are better now than they have been for four years, according to a report published this week.

Numeracy skills are increasingly important, the Association of Graduate Careers Advisory Services says in its annual survey. It found that competition for jobs was fiercest among arts, social and life-science graduates. Electrical, mechanical and civil engineering students had a better chance of getting a job immediately on graduating.

Personal qualities, experience and flexibility were noted as being as important as the degree subject in the job market. More than a third of vacancies are open to students from any subject, and a third go on to further full-time study or training immediately after graduation. Accounting takes more graduates than any other profession, with more than 10 per cent a year.

The concept of the traditional job is seen as out-dated. Students show more flexibility in starting their careers in jobs which few would have considered a few years ago.

A chalet girl, a cook, a croupier and a bus conductor appear among the 143 art and design students sampled.

One bus driver had a degree in physics and a barman one in economics. But these kinds of jobs are in the minority for graduates. But, while higher education opens up opportunities, a degree is never an automatic passport to a more interesting job, more money or quicker promotion.

What do graduates do? AGCAS, The Publications Department, Hobsons Ltd, Bateman Street, Cambridge CB2 1LZ, £1.50 plus package and postage.

● More than two-thirds of students completing information technology postgraduate courses in 1984 have found jobs or places in higher education; the Institute of Manpower Studies says in an interim report prepared for the Science and Engineering Research Council.

Nearly all the students were using their newly acquired IT skills in their work or research: There are now 80 IT courses providing about 1,000 places.

Merger approved despite protests

by Susannah Kirkman

The Inner London Education Authority is to go ahead with the merger of seven of its colleges of art, design and technology despite fierce opposition from staff, students and the National Association of Teachers in Further and Higher Education.

The colleges had pleaded for a postponement of the plans until May to allow more time for consultation, but Mr Neil Fletcher, who chairs ILEA's further and higher education sub-committee, insisted that no delay was possible. "We can't always move at the speed of the slowest," he said.

The London Institute will open in January 1986 and will merge four art schools – Camberwell, St Martin's, [illegible] the Distributive Trades. Together, the colleges will have 14,000 students and a budget of £26 million.

Three new proposals would allow colleges a greater say in planning, Mr Fletcher said. The ILEA is to ensure that the interests of ethnic minorities will be represented on the new institute's formation committee; the academic steering group is to give its views on the institute's management and academic structure and the specific worries of staff and students are also to be reported back to the further and higher education subcommittee.

Mr Fletcher said the Fashion Institute of Technology in New York was a model of what the ILEA would like the [illegible] bringing together academic work with productive and service industries".

Although the colleges approve of the merger in principle, they have attacked the ILEA's plans as "half-baked". They want more time to consider the institute's educational aims and objectives.

"The ILEA hasn't considered the educational arguements and there is still no indication of what the managerial structure will be," commented a spokesman for NATFHE. "It's difficult to see why the ILEA has made the decision in such a rush."

The London College of Furniture has opted out of the institute altogether and has been given three months to consider its future. One possibility is a merger with the City of London Polytechnic.

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NEWS

Week four of the teachers' pay dispute and the first week of strike action

L.e.a.s threaten more legal action over stoppages

by Richard Garner

Teachers' leaders faced the prospect of further legal action as strikes over their 1985 pay claim led to the closure of schools for three days in many parts of the country.

Conservative-controlled Solihull Council, which last week successfully won an injunction ordering the National Union of Teachers to drop its withdrawal of goodwill in that authority pending a ballot of its members, is now taking legal advice over the ballot the union has held on strike action.

The NUT says it is convinced its ballot of selected schools – which won the support of 80 per cent of those who voted for strike action – complies with the Government's Trade Union Act of 1984.

Solihull has written to Mr Fred Jarvis, NUT general secretary, asking for a copy of the ballot form saying it believes it infringes a section of the Act which requires unions to inform their members they will be breaking their contracts if they walk out.

Local authorities are also braced for court action from parents who may claim that l.e.a.s are failing in their duty under the 1944 Education Act to provide an education service, as a result of the closure of schools. Such action was successful five years ago in Haringey when caretakers went on strike. L.e.a.s have been told they could recoup damages from the unions if a proper ballot has not been held.

The circular of the Council of Local Education Authorities warning l.e.a.s of court action from parents has been backed by leading counsel, Mr Anthony Lester, whose opinion was sought by the Labour-controlled Association of Metropolitan Authorities. CLEA says that court action could be imminent now that strikes have closed schools.

More schools are likely to close as the NUT has announced plans to bring out 4,800 members in 255 schools on three-day strike action next Tuesday. Thousands of children spent the duration of this week's three-day strike action at home.

In all, 27 l.e.a.s will be affected from next Tuesday. They are: North Yorkshire, Bradford, Leeds, Wakefield, Newcastle, Nottinghamshire, Northamptonshire, Solihull, Birmingham, Walsall, Warwickshire, Suffolk, Cambridgeshire, Hertfordshire, Surrey, East Sussex, Kent, Berkshire, Buckinghamshire, Oxfordshire, Gloucestershire, Clwyd, Dyfed, Harrow, Hillingdon, Merton and Hounslow.

This is an increase on the 26 l.e.a.s affected this week when a total of 4,000 NUT members in 216 schools went on a three-day strike. One of the areas worst affected was Haringey – home of Mrs Nicole Harrison, chairman of the AMA's education committee – where 23 schools were hit by strike action.

The National Association of Schoolmasters/Union of Women Teachers – which instructed all its members to take a half-day strike action last Tuesday (except in Solihull) – is taking "guerrilla" strike action in 11 l.e.a.s from next week. They are: Bedfordshire, Birmingham, Bolton, Bradford, Cleveland, East Sussex, Kingston-upon-Thames, Merton, Norfolk, Shropshire and Solihull.

A further five authorities – Hereford and Worcester, Northamptonshire, Dyfed, Lancashire and Dorset – will be added to the list the following week. The instruction to teachers may be to strike for anything between a period and half a day.

Solihull was exempted from this week's half-day strike following the High Court injunction granted last Friday compelling the NAS/UWT to hold a ballot before taking action.

The ballot was being conducted this week and the results are expected today. Members were not only being asked if they would be prepared to take strike action, but also to adopt a series of sanctions including refusing to invigilate public examinations held outside the hours of school sessions.

The NUT balloted its members in Solihull this week following a High Court injunction relating to its withdrawal – and the results showed an overwhelming 80 per cent were in favour of the action. Only nine of the 64 schools whose results had been declared when *The TES* went to press had failed to get the two-thirds majority required for the action under union rules.

The union also decided to pre-empt any other l.e.a. taking it to court over its withdrawal of goodwill by announcing a national ballot over sanctions; results are expected early next week. Teachers are being asked if they are prepared to: 1 refuse to cover for absent colleagues; 2 ban lunchtime supervision; 3 refuse to supervise such lunchtime activities as drama and sports groups; 4 refuse to collect dinner money; 5 refuse to attend parents' evenings; 6 refuse to attend staff meetings outside school hours.

However, the Assistant Masters and Mistresses Association, whose executive meets today, is unlikely to join the action – believing negotiation can best solve the impasse.

A total of 55 l.e.a.s have now sent their teachers letters warning that this action may break their contracts. The latest two to join this fold are Newcastle and Leeds.

Against the background of industrial action, attempts were being made to get Sir Keith Joseph, the Education Secretary, to clarify his statement in the House of Commons last week that there was "no prospect whatsoever" of an extra 7 per cent being available for a restructuring package involving both pay and conditions.

Mr Giles Radice, Labour's education spokesman, wrote to him: "You have managed at one stroke to undermine the employers' credibility and to deeply anger the teachers."

He added that the normal way out of deadlock in teachers' pay disputes was arbitration, which could be used again this year if both sides were convinced it would be impartial and the Government was prepared to find the resources to meet an award.

Lunch duty staff must notify heads of 'no cover' moves

Richard Garner on the High Court ruling in favour of Solihull

Teachers volunteering for lunchtime supervision duties should give their headteachers adequate individual notice if they intend to stop providing cover during pay disputes, a High Court judge said last week.

Mr Justice Warner granted Conservative-controlled Solihull Council an injunction ordering the National Union of Teachers to stop its pay sanctions until a ballot of the entire membership in Solihull has been held.

Mr Alexander Irvine, QC, representing Solihull, had argued that once teachers volunteered to carry out lunchtime duties, those duties became contractual.

In response to that, Mr Doug McAvoy, deputy general secretary of the NUT, said after the hearing, "only an absolute fool" would now volunteer for lunchtime supervision in Solihull.

He also said: "Unless the other 103 local education authorities distance themselves from Solihull, no teacher in England and Wales should volunteer to provide oversight during the midday break."

Solihull Council sought the interim injuction under the Trade Union Act of 1984, which removes unions' immunity from damages if they take industrial action without a ballot.

Outlining the council's case, Mr Irvine said the union had warned all chief education officers at the end of January that it would call for industrial action from February 6 following an impasse in pay negotiations.

"In Solihull, practically all the members of the defendant union are complying with their union's call to take these actions."

The action consisted of refusing to cover for absent colleagues, refusing to supervise pupils during the lunch break, withdrawing from such activities as sports or drama club during the midday break, refusing to perform administrative tasks at lunchtime such as taking dinner money, refusing to attend staff meetings outside school hours, and refusing to attend parents' consultative evenings.

He said that Solihull maintained that the union's call was an inducement to teachers to break their contracts, whereas the union claimed the activities to be boycotted were not contractual.

Since the action had started, the union had stepped up its disruption and had now balloted nine schools in the borough on a three-day strike, Mr Irvine added. The authority was reserving its position on that.

The union says the vote has been 90 per cent in support of a strike.

Mr Irvine said the union argued that the overwhelming support for striking meant a majority of its members were bound to vote in favour of withdrawing goodwill if they were balloted upon it.

"We don't accept that this will be the result of such a ballot," he said. "It is one thing to vote to go on strike – it is quite another thing not to look after the children properly while schools are being kept open and while salaries are drawn."

He said that Solihull believed cover for absent colleagues was "an ordinary part of the teachers' job". By refusing to provide it, "teachers are simply disobeying lawful instructions."

Fred Jarvis

On lunchtime supervision, Mr Irvine said: "These duties are voluntary in the sense that – in the absence of a separate agreement by a teacher to supervise at lunchtime – they are not part of the contract of employment.

"However, once they agree to undertake such duties they become contractual, or at the very least, the plaintiffs submit, an individual teacher has to give reasonable notice as to his or her intention to cease carrying out these duties."

He said that the union's letter to CEOs could not be considered notice.

In a sworn affidavit, Mr Colin Humphrey, Solihull's director of education, said there was no collective agreement on hours and duties of teachers in the Burgundy Book laying down teachers' conditions of service – except for an appendix on school meals.

In a separate affidavit for the NUT, Mr Fred Jarvis, the union's general secretary, declared that there was no intention on behalf of himself or any union official to induce a breach of contract. If an injunction was to be granted, the union would abide by it and conduct a ballot – which would take a day to complete.

Mr Andrew Hillier, QC, representing the NUT, acknowledged that he was "in some difficulty" arguing that cover for absent colleagues was not part of a teacher's contract under the guidelines set out in the Burgundy Book.

However, he said the 1968 school meals agreement had specifically removed the right of l.e.a.s to compel teachers to carry out lunchtime supervision. He argued that it also stated that activities outside school sessions were generally not compulsory.

In his summing up, the judge said teachers who normally volunteered for lunchtime supervision, "ought at least to give sufficient notice to enable their headteacher to find somebody else to supervise". Seven days was not enough.

In a separate hearing against the National Association of Schoolmasters/Union of Women Teachers, which was not represented in court, Mr Justice Warner granted an interim injunction ordering it to call off its half-day strike in Solihull planned for last Tuesday, as part of a nationwide stoppage.

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Alliance is launched to beat disputes

An attempt to form an alliance of teachers and parents which could prevent the recurrent disruption of schools by pay disputes was launched this week.

A group of inner London parents have written an open letter to all ILEA teachers and to their representatives, proposing a united front in putting the case for teachers' pay and status to Sir Keith Joseph.

The initiative comes from the parent members of the ILEA Parents' Central Consultative Committee, who represent parent governors throughout inner London.

Mrs Charlotte Gibbons, vice-chair of the committee, said: "The interests of our children demand that teachers enjoy adequate levels of pay, status in society and professional morale."

Action may last until 1986 – Smithies

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, warned that industrial action over teachers' wages could go on well into 1986.

He said that present demands would not be enough, even if satisfied, to bring pay up to an acceptable level.

He told a meeting in Birmingham of nearly 2,000 striking members of NAS/UWT that their pay had fallen in terms of the Non-Manual Workers' Index of Pay by two-thirds in 10 years. The average wage of a teacher was about £9,000 gross, but the average wage on the Index at April last year was £10,686 a year.

Teachers, he said, should be above the average. The wages paid to the top 25 per cent on the Index were more than £15,404, and to the top 10 per cent more than £16,910.

"That is why it is necessary to repeat in 1985 what we said in 1984 and why, regrettably, it will be necessary to say it again in 1986," he added.

The union had wanted a minimum salary of more than £16,000 but had reduced that to just over £15,000 in consultation with the other unions.

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NEWS

Geraldine Hackett looks at inner London's cycle of deprivation

ILEA report paints picture of poverty

The number of London families on the poverty line is growing.

In two years the number of children in primary schools from homes where parents are out of work has increased by 36 per cent.

New figures produced by the Inner London Education Authority's, statisticians show that one in four primary schoolchildren has parents who are unemployed. In parts of inner London, such as Tower Hamlets, the figures rise to half of all children in primary schools.

The statistics are collected by the ILEA as part of its assessment of educational disadvantage, in order to provide a basis for the allocation of additional resources to schools.

The latest survey, which updates data collected in 1983, shows that nearly half of all primary schoolchildren in inner London and almost 40 per cent of secondary children are entitled to free school meals.

Among some immigrant communities, the survey found unemployment figures much higher than the official figures collected by the Department of Employment. Among Bangladeshi parents of primary children the unemployment rate in mid-1984 was 64 per cent – twice the figure recorded two years previously. The Department of Employment figure puts male unemployment at 27 per cent.

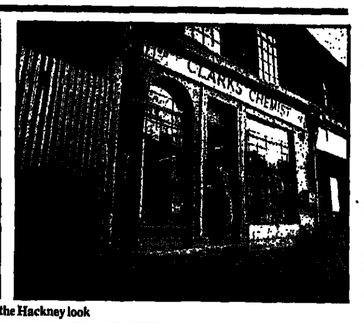
Such families have been badly hit by the recession in the rag trade. The discrepancy in the two sets of figures is likely to be due to the fact that government statistics count only those unemployed who claim benefit and give an unemployed rate among the economically active.

The leader of the ILEA, Mrs Frances Morrell, said this week that the level of poverty indicated by the figures was a public scandal. The Government was telling the ILEA it should cut £65 million from its spending this year, yet the education needs of children in the inner city were on the increase, she said.

"These levels of poverty are of deep concern to the education authority because they are among the measures of educational need on which we base the planning of our resources."

The fact that the measures of deprivation were greater in primary schools meant the pattern of poverty being established would persist.

"What we are seeing among inner London's primary school children will become a cycle of deprivation unless there is major intervention," she said.



London decay . . . the Hackney look

The report shows the gap between the poor and better-off areas increasing. In 1984 unemployment among parents in Greenwich was calculated to be 18 per cent, 3 per cent up on 1982, whereas in Tower Hamlets, unemployment had gone up by 13 per cent in the same period to 41 per cent. The measure of deprivation – the educational priority index – also shows a higher proportion of pupils using a language other than English at home. The figures show that 23 per cent of primary children and 19 per cent of secondary use a language other than English at home.

Of other social factors measured by the index, all education divisions in inner London show a slight increase in one-parent families. One in four children in inner London schools is from a one-parent family, and in half those families the parent is unemployed.

The most deprived boroughs are Tower Hamlets and Hackney – a ranking order that has not changed since 1983 – but their score of disadvantage has increased more sharply than other areas'. In 1983, primary schools in Tower Hamlets scored 38.6, and in the latest survey, 42.7. Hammersmith, Fulham and Chelsea – the division that ranks fifth out of ten in the primary school sector recorded only 1.55 points above its 1983 score of 30.19.

The only change in order of boroughs is that in the primary sector, Camden is now third, displacing Islington.

The figures show a slight variation between the primary and secondary sectors: Hammersmith is listed fifth in the primary sector, with a higher score than Lambeth and Southwark, but seventh in the secondary sector. Greenwich remains the least deprived borough in both primary and secondary schools.

Overall, the report concludes that levels of poverty as measured by free meals and parental unemployment have increased substantially since the last survey in 1983, and the increase has been disproportionally greater for black and ethnic minority pupils.

The figures are ammunition for the ILEA, under threat of rate-capping by the Government, to argue that inner London needs increased spending to keep pace with the increasing levels of deprivation.

Mrs Morrell said she intends the report to highlight the facts on deprivation in London.

"Firstly I want to confront the Government with the true facts of life for children in the capital city. Secondly, I want to seek the support of everyone in a crusade to get the Government to boost its spending on all services needed by children in inner London."

The educational priority index weights schools according to social factors likely to indicate disadvantage – such as entitlement to school meals, size of family and fluency in English. Data was collected on 91,177 primary and secondary pupils.

The two key factors are parental unemployment and fluency in English.

Children in Need is available from the ILEA.

Coping with many cultures

The Mulberry comprehensive school for girls is to be found on the doorstep of the network of narrow streets in Stepney, east London, that house the workshops and warehouses of the rag trade.

Its pupils reflect the local Bengali community, but the school also has Chinese and Vietnamese children.

Mrs Daphne Gould became the head of Mulberry only a few years after it was built in the 1960s. She says 17 nationalities and 17 languages are represented in the school.

The families at her school face problems not only of unemployment, but also of bad housing and the stress of large families. Children moved out of Tower Hamlets into temporary hotel accommodation will travel miles each day to stay at the school.

"This is the stable part of their life. Here there are people who take account of their problems and listen to them," she says.

Mrs Gould is justly proud of her bright school – vivid jungle murals cover the walls – and the school has an exam record that does it credit.

There are 900 pupils, with 100 in the sixth-form. Almost 80 per cent of the pupils are entitled to free school meals and three-quarters of the pupils don't speak English at home. The largest group are the children of Bangladeshi parents.

Resources are vital to allow children to take part in school journeys and see productions of set books.

"The annual two-week holiday that children used to have is a thing of the past, so it is important our children can go away."

In the first three years the children are taught in mixed ability classes and there is a great emphasis on individual teaching and accurate monitoring of each child's progress.

"A great deal of additional work is put in by the teachers. The true ability of children from such backgrounds is often hidden."

The school maintains close links with parents, and teachers will help parents with legal advice and assist in letters that have to be written.

Mrs Gould estimates that the number of pupils entitled to free school meals has more than doubled in the past three years. Many families in the area have been hit by the decline in textiles and clothing manufacturing.

"The practical implications of poverty for schools is that they have to have extra resources. With a hard-working staff we can and do cope very well."

Almost 80 per cent of Mulberry pupils are entitled to free school meals.

Mulberry has an exam record that does it credit. Pictures: Judah Passow

Teacher asks for review

Mr Kantimay Kumar, a teacher who was sacked by the London borough of Newham four years ago, has been granted leave in the High Court to apply for a judicial review of Newham's decision not to reinstate him, rather than its decision to dismiss him, as stated in *The TES* (February 22).

Mr Justice Hodgson also granted leave for a judicial review of the position of the Department of Education in the case; two years ago a High Court judge ordered the DES to review its decision to fail Mr Kumar's probationary period but the department has so far failed to do so, stating that there is no existing regulation under which it can be reviewed.

Mr Kumar is seeking damages from the DES as well as from Newham.

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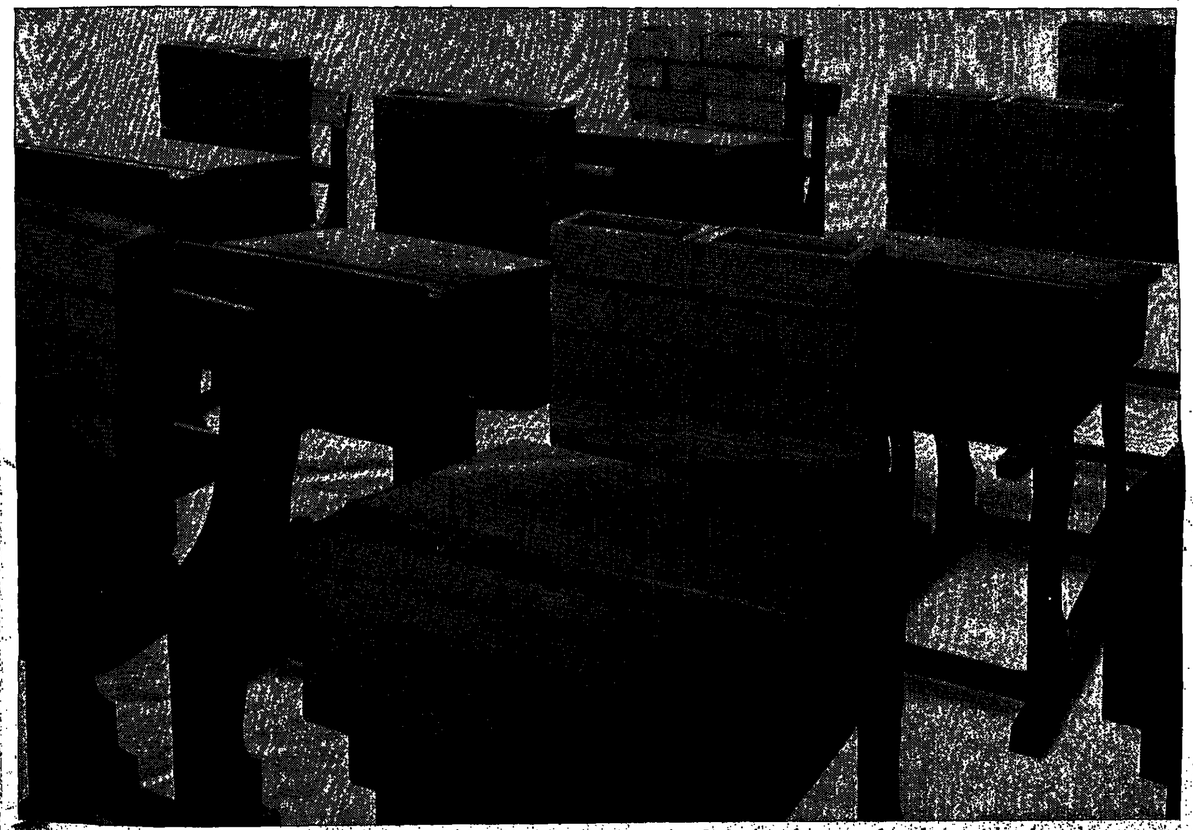

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TEACHER APPRAISAL

Law may back national system – DES

Bert Lodge reports from the Industrial Society's conference on staff assessment

Heads could find themselves being assessed by their own governors sitting with retired heads and local authority advisers, the Permanent Secretary at the DES suggested this week.

Mr David Hancock was speaking at a London conference on staff appraisal organized by the Industrial Society. His speech was of major importance as the first comprehensive statement on how the department sees teacher assessment working since Sir Keith Joseph, Education Secretary, intimated two years ago he was determined to introduce it.

Mr Hancock confirmed Sir Keith's readiness – revealed at the North of England conference at Chester in January – to impose a national system of teacher assessment by legislation if teacher unions and employers failed to agree on one. It would be based on teachers being observed at work, with other factors taken into account, he told 250 of the country's senior educationists.

He also made it clear that the department expects appraisal to be taken up by colleges of further and higher education.

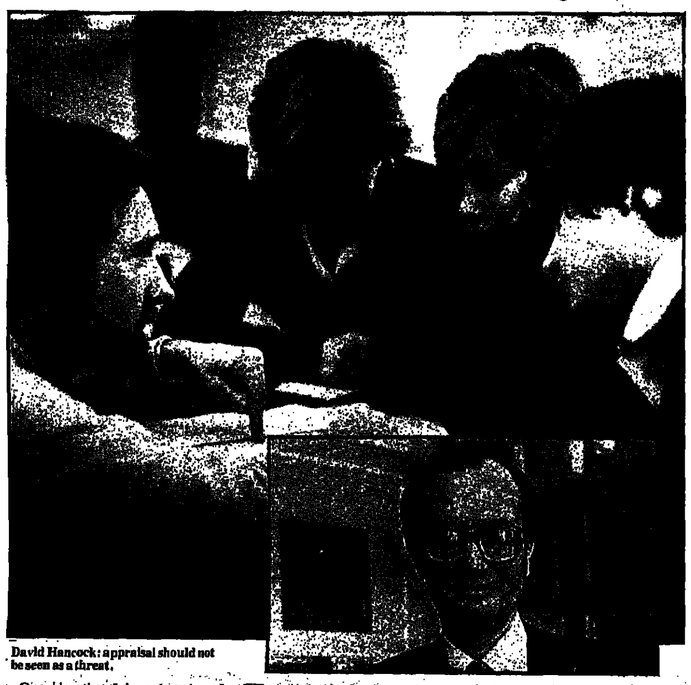
He made no mention of pay increases depending on satisfactory assessment, a proposal made by the local authorities last November and one of the principal reasons for the National Union of Teachers' withdrawal from salary restructuring talks.

Mr Hancock reiterated the Government view that outstanding teachers should be paid extra. This is presumably a reference to the teacher fellowships proposed by the employers where teachers found to be particularly good would receive a cash bonus and a term's sabbatical leave.

Outlining the way an appraisal system for established teachers might be organized, Mr Hancock said it would be up to the chief education officer and his colleagues to see that the arrangements were workable and consistently applied between institutions.

"For the most part, the actual assessments would be the responsibility of the profession itself. One element would need to be a system in which each level of senior teacher would assess colleagues accountable to them, with the next senior level monitoring those initial assessments, and the headteacher able to add further comments. But I am also sympathetic to the case for independent checks as a precaution against unfairness and to ensure a comprehensive picture.

"In any case, the system I have described could not be directly applied in small schools or to headteachers. The CEO and his professional adviser would need to devise arrangements to apply to them.



David Hancock: appraisal should not be seen as a threat.

One idea that I have heard, and which I suggest has merit, is the creation of a cadre of headteacher assessors drawn from, say, recently retired heads, local authority advisers or inspectors and recently retired HMI. Another is to involve governors of schools in some way. These and other ideas need to be examined".

While refuting the allegation that the Secretary of State was primarily concerned with getting rid of weak teachers, Mr Hancock confirmed that assessment could lead to this if a teacher was found to be sub-standard and did not improve even after additional support and in-service training.

"In the last resort, staff whose performance cannot be restored to a satisfactory standard ought to be dismissed. The burden of an incompetence which has proved to be irremediable weighs heavily on colleagues – a point frequently overlooked".

But appraisal should not be seen as a threat, Mr Hancock emphasized. Rather was it a series of opportunities:

□The opportunity for the teacher to discover how his or her performance was perceived by management. For many successful and hardworking teachers this could be the only opportunity for giving praise where it was due;

□The opportunity to register difficulties beyond the individual teacher's control;

□The opportunity to share professional problems and seek solutions with experienced help;

□The opportunity to plan ahead and consider the individual teacher's career development needs; and

□The opportunity to help the school or college to improve standards by setting goals to which each member of staff is committed and towards which each is prepared to define his own contribution.

"This is the type of appraisal system that the Department wants – one that is constructive, supportive and developmental".

Mr Hancock acknowledged that the prospect of being appraised had aroused certain anxieties among teachers. Among these were:

● Assessment would impose a single, restrictive view of education, encouraging conformity and suppressing initiative. "I don't believe it. I have yet to go into a school where the head teacher has praised as outstanding the dull, safe, conformist teacher."

● Business logic cannot be applied to schools because they don't operate like Marks and Spencer. "No one I know has ever suggested that a school should be run exactly like a business. The idea of appraisal is to identify the qualities that make a good teacher. I have seen it suggested that teachers in run-down inner-city schools would suffer at the expense of their counterparts in schools with more prosperous catchment areas. This suggests that headteachers and local authorities are unaware of the special problems of the inner city school . . . It is no accident that names of headteachers of inner city schools regularly feature in the honours list".

● No one else can know what happens in a classroom. "In one sense this is obviously true. But the progress of a class is observable by others. Involvement and enthusiasm are readily noticed".

● Assessment will be costly in time and paper and generate an educational bureaucracy. "I do not deny that appraisal systems require time and effort. But other professions have found the effort to be worthwhile".

The assertion that appraisal had been tried elsewhere and had not worked was simply not true, Mr Hancock said. Some overseas practice was very impressive. In Rhineland Westphalia, for instance, applicants for headships were appraised not only for their own performance but also for their appraisals of other teachers.

Doubts about assessment were never against the principle but were practical ones. Who would do it? How often? Who would assess the assessors? What would the findings be used for? Yet in the case of new entrants to teaching a Burnham joint structure working party had already looked at these same questions and come up with a set of answers.

He regretted that the teacher unions had declined to cooperate in some research in Birmingham and Suffolk designed to find the answers to similar questions regarding established teachers. Yet he stressed that the teacher unions had never been hostile to appraisal itself.

"I welcome the fact that the NUT has recently proposed talks involving the Department, the local authorities and the other teacher unions about assessment".

In other professions it was long accepted, Mr Hancock reminded his audience, even though measurable outputs might be difficult to identify. Civil servants involved in policy groups were appraised. HMI Inspectors frequently worked on their own away from colleagues but they were appraised like the rest of the DES.

"And I would remind you that HMIs are recruited from the ranks of experienced teachers and they have accepted appraisal as appropriate to the management of their profession.

"Scientists working in our research councils at the frontiers of knowledge are appraised. It is difficult to envisage work more creative than that. So why not teachers?"

Regular appraisal was vital for teachers to get better results in schools, Miss Julia Cleverdon, director of Education for the Industrial Society, told the conference.

But the Government needed to consult on assessment and should not impose an inflexible and unpopular system.

Miss Cleverdon, a member of the Schools Curriculum Development Committee, said: "Appraisal should now become an important way of realizing the potential of people in education."

MARY GLASGOW TEACHER FELLOWSHIP 1986

Applications are invited for the Mary Glasgow Teacher Fellowship, 1986. The fellowship provides for three months sabatical attachment on full salary at the Language Teaching Centre, University of York, to permit the teacher fellow to pursue and/or complete a project in the field of language teacher/learning. Details of project, dates of attachment etc to be agreed between the applicant, the Trustees and the University. Help will be given with accommodation, displacement costs, research facilities etc. Preference will be given to foreign language teachers with not less than 5 years successful classroom experience in schools. Further information and application forms (to be returned not later than 31st March 1985) may be obtained by sending stamped addressed envelope to: J P Carpenter, Hon Secretary Mary Glasgow Language Trust Ltd, Seymour Mews House, Seymour Mews, London W1H 9RB.

(0258)

Too many cosy talks and not enough inquiries

No appraisal scheme for teachers could have credibility if at the end of the day pupils failed to reach the standards the school set for them, Mr Donald Naismith, director of education for Croydon, told the conference.

In his authority, targets have been set which included what children should know and be able to do at various stages. In particular, in the key areas of language and number, pupils were assessed at seven, 11 and, to some extent, at 14, and it had stressed that all teachers bore a collective responsibility for standards in these areas.

"But it would be wrong to pretend that the child's opportunities and performance are not related to the capacity of his teacher and that a relationship so completely defies definition that it can be excluded from professional appraisal procedures."

Mr Naismith said that any successful appraisal scheme "therefore had to include this indispensible element", namely, acceptance by the individual teacher of the degree to which it is reasonable to expect him or her to contribute to the achievements of the learning and teaching aims which have been set, whether in terms of offer by the school or attainment by the pupil.

"I agree that such an acceptance will need to be negotiated individually and regularly and that this will not be easy – it will, for example, need to take into account all prevailing circumstances and to be validated by independent sources."

Afterwards, Mr Naismith said he feared that some of the many appraisal systems being developed would amount to no more than a cosy talk about "what we feel we are doing without an inquiry into why did that particular class fail."

It was one of the weaknesses of the 1944 Act that there was no reference to the quality and quality of the education offered in schools.

Lectures

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TEACHER APPRAISAL

Bert Lodge on a business-minded head who believes in giving his staff something to aim at

More targets than an archery range

David Trethowan, head of Warden Park School, Haywards Heath, has had a scheme for appraising his staff for the past nine years. He is an enthusiast for appraisal. Yet he says of the employers' published proposals: "They could hardly have been presented in a worse way."

As a leader on management courses, David Trethowan has disturbed, even disgusted, some fellow professionals with his readiness to delve into the world of industrial management and come out brandishing worthwhile finds. His critics say running a school is *sui generis* and that one cannot import management techniques from any old firm.

Actually, David Trethowan has said the same — that only some practices could usefully be adapted from industry — but his critics never seem to read *that far*.

He has written, rather sensationally: "Most workers, including teachers, can hold down a job using 20-30 per cent of their ability. That leaves 70-80 per cent of a teacher's talent open to be affected by positive motivational factors." Or in other words, "Give 'em something to go for."

At IBM, the giant computer firm, the practice is well-established. It is called "target setting". The term can be faintly disturbing when sprung upon the unwary.

Steve Pennington, head of geography, admits to having found the idea formidable when he joined the staff of Warden Park five years ago. So did Mike Pountney, head of science, who arrived a year earlier. But Sue Elvin, only just out of her probation and fresh from her annual "target revision" interview with the head that morning, was unperturbed although one of her targets had been to take a class through an O level English exam ("We don't shield probationers here," David Smith, one of three deputy heads, admitted).

Some of the targets are positively homely, like taking over department stock or organizing the buses, morning and afternoon. Others are nakedly businesslike and mathematically measurable like getting so many of such and such a year through a public exam.

But at least the staff seem agreed that the targets are not handed down. "I would never work towards an unagreed target," Steve Pennington asserted.

That ought to be reassuring for the five staff in his department because targets are initially arrived at for the following year after discussion between the teacher and his department head early in the summer term.

Towards the end of the term each department head has a meeting with

"Most workers, including teachers, can hold down a job using 20-30 per cent of their ability".

the head and the department and its targets are scrutinized. Then from September onwards, every teacher has a "How are you getting on with your targets?" interview with the head.

It's difficult to believe there is not at least one sceptic among a staff of 70 but there were none among the dozen or so who spoke to *The TES*.

"I don't think anybody feels threatened by the system," said Mrs Maureen Preston, head of maths. And she probably spoke for very many when she added: "I need a challenge every year."

Ms Hazel Ellerby, a civil servant turned languages teacher, confirmed: "It's not at all oppressive. I see it as a means of communication."

Most of the staff, however, are dubious about the management proposals — except Ms Kim Brown, who did not object to assessment being linked to pay. David Smith did: "I can see a lot of heads not wanting to rock the boat." Then he added with touching corporate loyalty: "But nobody here would be worried about not getting their next increment."

Mike Pountney too, who has spent some time studying the employers' plan, agreed to a certain extent with linking assessment to pay. But the assessor would have to be somebody he respected who had been well trained. John Trevett, head of English, could not see how it would work. "I can't envisage a situation where I would be saying: 'Your performance has not come up to standard.' If such a situation arose I would feel partly responsible. The real problem goes back much earlier in a teacher's career. How did they get into the profession?"

David Trethowan

Mrs Rowena Carr, who was to learn that day how near she had got to her target of organizing successfully a residential study trip, said: "Linked to pay? It frightens me. You are going to feel threatened. We have a better system here." But she was more receptive to the proposals for a three-year probation. "My probationary year was a nightmare."

John Fielder, head of music and nine years at Warden Park (his first job) thought the three-year probation proposal was disgraceful. Echoing David Smith, he added: "David Trethowan makes no concessions for probationers. But they do get a lot of help here. There is a tremendous back-up, a safetynet system."

One item in the package of new proposals won a fair measure of approval: a term's sabbatical, though not necessarily as part of the fellowship scheme where outstanding teachers get not only three months' leave but £1,000 a year for the next three years.

Steve Pennington asked: "Is the sabbatical just the icing we should have anyway? You can't get secondment, in-service training has to be in your own time. It's a camouflage over the real issues."

John Trevett was attracted to the sabbatical but not to the idea of a cash prize. Rowena Carr thought fellowships elitist while Kim Brown conceded that while they might be an incentive to some they could cause bitterness in the staffroom. Hazel Ellerby said the idea smacked too much of industry. Mike Pountney thought there was a good case for some time off every five or six years.

But no approval was so unqualified as that expressed for target-setting. Yet from the tone of the school, the atmophere of industry and application encountered when entering a classroom unannounced, any system — or none — would succeed there. Could target setting flourish in a very different institution?

Steve Pennington's answer to that question was: "Whether you would get the same commitment in the inner-city schools where they have many other problems I don't know."

David Trethowan is not worried that target-setting might not travel. He is more concerned that something resembling the management's appraisal system might get there first.

"If those proposals are only a means of allocating salaries then there are dangers in a none-too-well-paid profession of using salary as motivator. If it is to punish the poor performer then we run the risk of others limiting their performance to do just enough to pass. If it is to improve staff performance then developing the performance of every teacher in the school must be the target and not merely weeding out poor performance.

"With the proposals as they stand, we will effectively pay a high rate to teachers to be good and hope to deter the small percentage who are below standard. But having reached the Professional Grade how will the system motivate the majority? For that is how I see my job — to motivate staff."

The Cadbury's National Exhibition of Children's Art now entering its 38th year is once again looking for talented young artists' work to display.

The best art and craftwork will be shown at six major galleries around Britain next year and each child whose work is selected for exhibition will receive a certificate (in the 1984 exhibition more than 800 works were selected).

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The closing date for entries is **20th April 1985.** Please complete the entry form below and ensure that each painting or craftwork bears a signed statement by a teacher or parent that the work is original and unaided. This should be written on the back of the painting or adhered to, tied to or enclosed with each craft entry.

For full rules and conditions of entry, if required, please send an SAE (22cm x 15cm or larger) to: Cadbury's National Exhibition of Children's Art, Granby, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

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Cadbury's National Exhibition of Children's Art 1985

STOPP aims to continue despite losing libel case

by Geraldine Hackett

STOPP, the anti-caning pressure group, is to continue its work despite losing the libel action brought by the former headmistress of a Clacton infants' school.

Mr Tom Scott, education secretary of the Society of Teachers Opposed to Physical Punishment, is personally liable for the £6,000 damages awarded to Mrs Joyce White and the legal costs of the four-day court case which will run into thousands of pounds.

He wrote the press release which named Mrs White's school, Burrsville county infants', among Essex schools that had used the cane between September 1979 and July 1980.

The information had been taken from a report compiled by Essex's chief education officer which had incorrectly listed 20 smackings at the school as 20 canings.

Mrs White, who retired last year after 17 years as head of the school, told the jury at the High Court she had never caned a child, and the school did not even possess a cane.

The National Association of Head Teachers took up Mrs White's case, and agreed to pay any legal costs she might incur.

The judge hearing the case suggested the jury consider whether Mrs Scott had been caught in the crossfire between the NAHT and STOPP.

"There is no doubt that initially Mr Scott was misled by Essex County Council, but you might consider that a short letter from Mr Scott to Mrs White, or a letter to Mr Scott from her association, might have established the facts — yet nothing was done," said Mr Justice Russell.

After the verdict, Mr Scott said he was bitterly disappointed, but not surprised. Before the jury heard the case, the judge had ruled that he could not argue in defence that there was no significant difference between smacking and caning. The Court of Appeal had refused him leave to bring expert evidence on that point.

"Corporal punishment, including smacking, has been banned in every other European country, yet British courts regularly uphold the right of teachers to beat children," he said.

"I find it ironic that a teacher who punishes children by striking them with her hand has been awarded damages for an allegation that she struck them in another way that is equally permitted by law."

Mr Scott said he had nothing like the amount of money needed to cover the damages and costs.

Outside the courtroom, Mrs White said the publicity following the STOPP press release had led to a nervous illness and her early retirement. "I didn't cane children. I smacked a child in the way a parent might smack a child. I loved the children", she said.

Joyce White

The court heard that STOPP sent out a press release in June 1981 headlined "4,000 canings in Essex." Burrsville school was stated to have the second highest number of canings among primary schools in the county.

The information had come from a report the education officer sent to an Essex councillor.

The reference to Burrsville was carried only by *The Guardian*, which had checked the information with the county council. The paper had offered to carry a reply from the NAHT that would have changed the reference from caning to corporal punishment, but that offer was never taken up.

Mr Scott told the court he had not retracted the claim that infants at Burrsville had been caned because he had been waiting for the county council to clarify the facts.

His counsel, Mr Stephen Sedley, said that STOPP had fallen into a trap that was not of its own making. Mrs White had not been libelled because society accepted that the cane can be used, and both her employers, Essex County Council, and her professional association did not object to caning.

The jury took four hours to reach a verdict.

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Harrow and Barnet top GCE league tables

Mr Bob Dunn, the education junior minister, has provided a league table of public examination results throughout the country, in response to a parliamentary question. It shows that 22.7 per cent of all pupils obtained at least five upper grade O level passes, or grade 1 CSEs between 1980 and 1983, and 11.1 per cent achieved two or more A level passes. The outer London education authorities of Harrow and Barnet topped both leagues.

Leavers from maintained schools in England examination attainments of school leavers averaged over the academic years 1980–81, 1981–82, 1982–83

L.e.a.	Percentage with five or more higher grade passes at O level or CSE*	L.e.a.	Percentage with 2 or more A levels
Harrow	37·2	Barnet	22·4
Barnet	35·7	Harrow	21·2
Sutton	33·6	Sutton	20·2
Buckinghamshire	33·1	Kingston upon Thames	17·8
Surrey	33·0	Buckinghamshire	17·4
Kingston upon Thames	31·5	Surrey	17·4
West Sussex	31·2	West Sussex	16·6
Hertfordshire	30·6	North Yorkshire	15·3
Bromley	28·8	Hertfordshire	14·9
North Yorkshire	28·5	Sefton	14·9
Sefton	28·1	Bromley	14·4
Richmond upon Thames	27·7	Redbridge	14·1
East Sussex	27·6	Solihull	14·1
Gloucestershire	27·4	Stockport	14·0
Stockport	26·9	Wirral	14·0
Dorset	26·8	Cheshire	13·8
Oxfordshire	26·5	Leicestershire	13·8
Solihull	26·3	Oxfordshire	13·7
Bury	26·3	Dorset	13·6
Trafford	26·3	Kent	13·6
Wirral	25·8	Gloucestershire	13·6
Cambridgeshire	25·8	East Sussex	13·4
Redbridge	25·6	Trafford	13·0
Kent	25·6	Enfield	13·0
Northumberland	25·5	Berkshire	12·9
Bexley	25·4	Kirklees	12·7
Berkshire	25·4	Warwickshire	12·6
Croydon	25·3	Bolton	12·4
Cornwall	25·3	Cumbria	12·3
Havering	25·2	Hounslow	12·3
Cheshire	25·1	Leeds	12·2
Warwickshire	25·1	Havering	12·1
Hampshire	24·9	Croydon	12·0
Dudley	24·7	Calderdale	11·9
Merton	24·6	Bexley	11·8
Wiltshire	24·2	Northumberland	11·8
Kirklees	23·9	Bury	11·8
Cumbria	23·9	Hampshire	11·8
Essex	23·7	Isle of Wight	11·4
Hereford and Worcester	23·5	Hillingdon	11·4
Lincolnshire	23·5	Merton	11·4
Shropshire	23·5	Newcastle upon Tyne	11·4
Bolton	23·2	Cornwall	11·1
Calderdale	23·2	Avon	11·0
North Tyneside	23·0	Essex	11·0
Enfield	23·0	Cleveland	10·9
Wigan	22·9	Lincolnshire	10·9
Avon	22·9	Wiltshire	10·9
Cleveland	22·8	St Helens	10·8
Leicestershire	22·7	Cambridgeshire	10·8
St Helens	22·7	Dudley	10·8
Leeds	22·6	Sheffield	10·6
Devon	22·6	Hereford and Worcester	10·6
Hounslow	22·5	Ealing	10·4
Lancashire	22·2	Walsall	10·4
Coventry	21·9	Rochdale	10·2
Derbyshire	21·7	Staffordshire	10·1
Hillingdon	21·5	Humberside	10·0
Bedfordshire	21·4	Nottinghamshire	9·9
Suffolk	21·2	Derbyshire	9·8
Humberside	21·0	Lancashire	9·8
Staffordshire	20·9	Bedfordshire	9·8
Newcastle upon Tyne	20·6	Shropshire	9·6
Somerset	20·6	Liverpool	9·6
Sheffield	20·5	North Tyneside	9·5
Isle of Wight	20·4	Coventry	9·4
Isles of Scilly	20·1	Doncaster	9·4
Walsall	20·0	Suffolk	9·3
Ealing	19·8	Bradford	9·3
Norfolk	19·4	Northamptonshire	9·3
Durham	19·3	Durham	9·2
Tameside	19·2	Brent	9·1
Nottinghamshire	19·1	Birmingham	9·0
Birmingham	19·0	Norfolk	8·9
Sunderland	18·9	Salford	8·8
Northamptonshire	18·8	Wigan	8·8
Bradford	18·8	Devon	8·8
South Tyneside	18·5	Haringey	8·7
Liverpool	18·3	Rotherham	8·6
Rotherham	18·2	Waltham Forest	8·6
Rochdale	18·0	Manchester	8·5
Brent	17·9	Gateshead	8·4
Doncaster	17·8	Tameside	8·3
Gateshead	17·7	Sunderland	8·2
Salford	17·4	Wolverhampton	8·2
Manchester	16·9	Barnsley	8·1
Wolverhampton	16·8	ILEA	8·0
Waltham Forest	16·6	Barking	7·9
Barnsley	16·3	South Tyneside	7·8
Haringey	16·3	Sandwell	7·8
ILEA	16·2	Somerset	7·8
Barking	16·1	Wakefield	7·7
Sandwell	15·8	Oldham	7·6
Newham	14·4	Newham	7·5
Oldham	13·6	Knowsley	7·4
Knowsley	12·8	Richmond upon Thames	7·3
Richmond upon Thames	12·6	Isles of Scilly	7·1
Isles of Scilly	11·4		
Average	22·7	Average	11·1

*O-level/grades A-C, CSE Grade 1

Couple win fight for free bus pass

A couple who kept their 13-year-old daughter away from school rather than let her use a dangerous, unlit path have won their three-year fight for a free bus pass.

Essex County Council's decision to grant the free pass follows a ruling by two High Court judges that herdsman Peter Rogers and his wife Violet were right to stop their daughter Shirley from using the route.

Shirley received her pass on Monday when school resumed after the half-term holiday.

The council originally refused Shirley a pass because she lives less than three miles from her school.

The most direct route, just 106 yards short of the three-mile limit, was along a lonely, pot-holed track which her parents considered dangerous. Her mother walked to school with her on another route but had to stop after she became ill.

In May last year Colchester magistrates found Mr and Mrs Rogers of Church Road, Copford, guilty of failing to send their daughter to school. Chelmsford Crown Court dismissed their appeals, but the convictions were quashed last week by the divisional court.

Computer skills

The Associated Examining Board is introducing computer awareness to its series of basic tests.

Computer awareness aims to help candidates develop a positive attitude to computers and use them skilfully. Pupils must have experience of using a computer before they can be entered for the exam.

The AEB says there has been an overwhelming demand for entry forms for the first exam (today is the closing date for entries).

The other subjects in the basic tests series are: English, arithmetic, life skills and graphicacy. The tests take place in May and November and the results are available the following July and January, which means that candidates can show prospective employers their results before leaving school.

Mike Durham looks at the issues and the CEO at the centre of the dispute in Newham

A will to stand firm and weather the storm

James Pailing, Newham's chief education officer to whom councillors offered £25,000 to resign, was in a buoyant and combative mood this week. Not a man to give in easily, he is not going to take the money and run.

Mr Pailing, 46, appears to be the first CEO to publicly fall out with his political masters. Life in the education offices of the east London borough has taken on a surreal tinge as Mr Pailing gets on with his duties, while councillors plot his departure.

The row has arisen over the interpretation of council policy and Mr Pailing's own views. Councillors voted narrowly last month that they had "lost confidence" in the CEO. But Mr Pailing sees himself as an innocent victim of left-wing politicians.

Newham is among Britain's most educationally deprived areas and the dispute takes on a particular irony in view of Mr Pailing's own background, which includes an early experience of disadvantage.

James Pailing was born in a mining community in Nottinghamshire which he describes as "rural working class". Most of his relatives were skilled mineworkers, although his father was a first-generation schoolmaster.

Yet, when James Pailing was 13, his father was killed by a church bell while mending a bell-rope in the church tower. Suddenly and tragically, the family was left almost destitute.

The young Pailing, however, was given a few chances which he avidly seized. Thanks to a bursary from the benevolent fund of the National Union of Teachers, he went to a local high school and then to Oxford, where he read English.

Now he is in conflict in Newham. For when left-wing teachers began to take unofficial industrial action in support of, for example, the miners' strike, Mr Pailing fell foul of like-minded councillors over disciplinary action.

When the CEO wanted to dock teachers' pay, councillors objected. Mr Pailing is known to believe that any action taken by teachers which involves children being sent home is wrong. It is not a political stance.

His view is that official union action is one thing. But unofficial action not sanctioned by Hamilton House, which has nothing to do with educational purposes, is another.

It can lead to children getting less than the required number of days of education. And in a disadvantaged area like Newham, they need all the schooling they can get, one observer said.

Mr Pailing began his own teaching career in Nottingham and later in Lancashire, where, as a member of the Assistant Masters and Mistresses Association, he helped to bring about comprehensive education in the county.

He became an education officer in Derbyshire, and spent six months on a survey of "special needs" in rural areas. The problem of disadvantage now became a professional interest as well as a matter of personal experience.

After a spell in Conservative-controlled Bromley, Mr Pailing joined Labour-run Newham in 1974 as deputy director. He was promoted to director five years ago.

When he arrived in Newham, the borough had increasing secondary school rolls and a severe shortage of teachers, apparently because of the unpopularity of teaching in a socially deprived part of London's East End.

Since then Mr Pailing has seen rolls start to fall, teacher numbers drop, and social deprivation perhaps increase with the arrival of Ugandan Asians and a growing incidence of one-parent families in the borough.

The closure of schools as rolls fall is a source of friction between Mr Pailing and his political masters.

In the last three years, Mr Pailing has also witnessed a sharp swing to the Left within the traditionally-Labour Newham Council, and it is this which some believe is fundamentally behind the attempts to oust him.

Although he has been offered a £25,000 pay-off to resign, Mr Pailing still claims he has no idea what specific allegations of indiscipline or misconduct are being made against him.

According to his critics, he is not being asked to go for political reasons. Nor, they say, is there any personal vendetta against him. They just feel that he is not providing the kind of service they want – citing a lengthy list of examples.

James Pailing: a commitment to giving children the best chance possible.

As well as the issues of secondary school closures (which Mr Pailing recommends) and docking teachers' pay over unofficial strikes, there are complaints that he has not written "adequate" reports and suppressed a confidential HM Inspectorate report on the careers service.

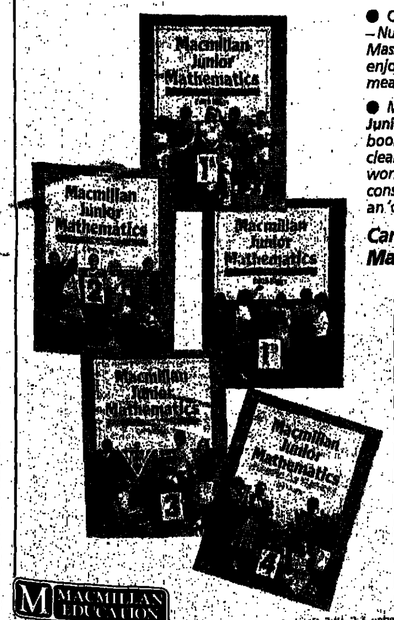
The Association of Education Officers contend that the individual criticisms amount to a politically-motivated campaign, leading to unwarranted pressures on him. "I can't see how any CEO could toe the sort of party line that they want."

Some supporters have expressed concern that his critics are mounting attacks on his personal lifestyle, private life, and friendships in and out of the office.

He believes a friendship with a former Labour chief whip, Mr Arthur Edwards – a leading member of the Labour "old guard" in Newham – is now telling against him in more radical Labour circles.

MJM

Consultant: Edith Biggs



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NEWS

Schools may be cut from practice list

Some Kent schools may have to be dropped from the list of practice schools used by students of **Christ Church College, Canterbury**, according to a report by HM Inspectors.

The Inspectors found that professional studies at the college were not dealt with adequately in some areas of the primary curriculum and they suggest the practice of BEd fourth-year students being taught alongside third or even second-year BA/BSc undergraduates should be revised.

Overall academic qualifications of staff are good and primary expertise has been strengthened by the appointment of 14 tutors direct from schools in the last few years.

The college, founded by the Church of England in 1972, has excellent relationships with the local education authority and teachers generally. Considerable consultation takes place between college tutors and the schools where students spend an introductory week before starting their practice.

"Despite all these attempts to prepare schools to receive students", says the report, "there is some evidence of conflict between what the students are trained to do in college and what some are asked to do by individual teachers in schools.

"Where such problems are identified by tutors and where they cannot be resolved, the college will need to consider whether it is appropriate to continue to involve these schools in practical training of the students."

On the BEd course the Inspectors question the balance and emphasis of the range of professional studies, particularly in mathematics, art and craft, and movement. They also criticize leaving the place of history and geography in the primary curriculum until the third year.

The report does say, however, that these issues have already been considered by the college and action is being taken on all of them.

During Inspectors' visits last year teaching styles observed were generally appropriate. "There were examples of challenging lead lectures and lively seminar groups where students took the lead."

The students also showed considerable commitment to their training and generally performed competently in the classroom.

"Some written work showed perception and an ability to relate theory to practice. In other cases, students had relied too heavily on dictated notes or course outlines, and some project work needed a more analytical approach."

12-point plan to improve department

A 12-point improvement plan for the department of accountancy and business at Slough college of further education has been put forward by HM Inspectors.

They say the department's origins as two separate entities and its traditional approach to teaching point to the need for a number of changes.

They call for new arrangements for course leadership, administration and evaluation; a review of liaison with employers and professional bodies; and re-evaluation of the Association of Certified Accountants (ACCA) provision in terms of student workload, curriculum design and course regulations.

The Inspectors are also concerned about the information technology content in syllabuses and the initial counselling of students. They say staff should consider adopting a more student-centred learning strategy.

However, on most courses inspected – including those in the department of accountancy and business – examination results were average or above average.

The inspection, which also covered the college's management centre, said the staff and physical resources were good and were applied to an appropriately-qualified and well-motivated student body.

Provision within the management centre was generally sound, with several models of good practice. And there were some examples of highly stimulating teaching in both departments.

A report on hotel reception courses at 14 colleges of further education concluded that few colleges had given sufficient consideration to enterprising curriculum development, related to City and Guilds of London Institute guidelines.

Explicit aims and objectives had been prepared in under half the colleges visited. Cases were also noted where significant deviations from CGLI recommendations had evolved to the detriment of the course.

For example, some colleges had failed to allot enough time to certain subjects and in several cases, salesmanship and computing were neglected.

Although schemes of work had been prepared in all but one of the colleges, many of those were "little more than rudimentary statements of intent". Some did not cover the topics recommended by CGLI and others had been written to accommodate the exam syllabus.

On teaching style, Inspectors said: "Dictated notes and the mechanistic completion of set exercises or past examination questions were unfortunate stay of many classes seen."

On industrial placement, the student's work was largely determined by the employer. They received no pay other than meals on duty and, if needed, accommodation. Some students received travelling expenses, but not all. One student worked in the hotel kitchen throughout the placement.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from i.e.a.s.

Young jobless are well taught

Unemployed teenagers are well taught at **Childwall Hall College of Education**, but the college library and science laboratories are inadequate, says HM Inspectorate.

Its report is one of a series on the contribution of some of the Liverpool colleges to non-advanced further education in the city and looks at courses for 16 to 19-year-olds who are not employed.

The college caters for students from an area where unemployment is creating major social problems, and offers a range of courses, predominantly secretarial and business.

While the Inspectors found teaching to be sound, facilities are poor. Some classrooms are poorly lit and cold in winter. The two laboratories need re-wiring and library provision is inadequate.

In addition, expenditure on equipment and consumable materials is "barely adequate to maintain standards of provision".

The report expresses concern that almost half the students that take O level courses fail to finish, and it suggests there should be more careful selection of students supported by a more effective tutorial system.

As students leave courses during the year, the college accommodation is not re-allocated to reduce overcrowding.

The college could make more effective use of space by designating specialist rooms for such subjects as maths and English, say Inspectors.

Courses are co-ordinated and planned well but there was a need to develop a more systematic approach to the teaching and assessment of spoken English.

Sound curriculum turned into sound teaching

The many strengths of the Purbeck School, Wareham, Dorset, outweigh its weaknesses, say HM Inspectors.

The main problem was with accommodation. The grounds were spacious but there were several mobile classrooms, some of which were in such a poor condition as to be unsuitable as learning environments.

For the most part sound curriculum policy was translated into sound classroom practice. The Inspectors suggest, however, that the school should now devise systems which encourage cross-curricular links.

Teachers at **Aspull High School**, Wigan are said to need in-service training to help them in providing community education.

The school was designated for community use in 1982, but Inspectors say there is no management committee to develop the work. It is coordinated by one of the deputy heads and the parent teacher association is described as a community association.

There was no policy for replacing absent teachers on community education classes and the pace was "generally slow and lacked rigour", say Inspectors. Some teachers found it hard to adjust to teaching junior pupils attending on a voluntary basis.

The report says standards of work for the full-time pupils at the school are satisfactory within the rather narrow range of work undertaken. Staff devoted considerable efforts to the general welfare of pupils and pupil-teacher relationships were "excellent".

A plan by **Thornhill middle school, Southampton** to review its work in integrated studies, religious education, music and physical education was endorsed by Inspectors.

They say there was no clear definition of integrated studies in the curriculum guidelines or teachers' forecasts of work. For instance, science work on bridges and boats could have been included. In some classes, history was "very weak indeed".

But standards overall were good in most subjects and excellent in written language, science and art and craft.

Holloway . . . overcrowded and lack of education facilities.

Prison classes cancelled due to staff shortages

Holloway, one of Britain's largest prisons for women, is overcrowded, short of staff, and has lost some of its education facilities.

A recent report, published by the Department of Education and based on inspection of the prison's education department by HM Inspectors, says the educational facilities are a contradiction of the spirit of prison rules.

Holloway is currently undergoing a major rebuilding programme with an eventual target population by 1987 of 550, compared with the present certified normal accommodation of 250.

But during one day of the inspection, 346 women were found in the prison. "During the period of the inspection, some 20 women were 'locked out' and contained in police cells. The number has been as high as 58," the report says.

Inspectors were also told by the governor that the prison was understaffed by at least 30 prison officers below authorized levels.

They were told that before 1981 the prison was used for "maximum security rationale": medical treatment, counselling and educational facilities. Since then, policy has dictated that Holloway became a standard prison.

Resident access to education and training, and the library had been "severely impaired" by the shortage of prison officers. During the week of inspection, only 7 out of the 14 planned education sessions took place.

The report says that whatever the justification for the policy shift, it appeared to have been accompanied by a reduction in how education, training and library facilities were valued.

"If this is correct, it cannot be good for the prison, the education department or the inmates," the report says.

Mr Stephen Bonn, the Inner London Education Authority member responsible for prison education, and Mr Neil Fletcher, further and joint higher education chairman, said in a joint statement: "It is a tragedy that restrictive policies, attitudes and actions have

Wide ranging difficulty

Providing a wide age and ability range was the main difficulty at Bilney Church of England primary school near Circncester.

Inspectors suggest that staff might provide their own work schemes based on experience and the county's documents. But they say that relationships are excellent in the 45-pupil, two-class school and children read well and achieve reasonable standards in mathematics.

Numbers have also created problems for **Bewbush first school, Crawley, Sussex**, which has grown from children in 1981 when it opened to current building, to 277 last summer.

The report says it offers children a stimulating environment, under able leadership. Staff

OVERSEAS

In his first interview with a foreign correspondent, William J Bennett, the new US Secretary for Education, calls for good teachers to be rewarded and bad teachers to be paid nothing at all. Bill Norris reports.

Trying to bring back that old time respect

Dr William J Bennett, the new United States Secretary for Education, has pledged himself to an effort to restore the professional status of American teachers.

In an exclusive interview with *The TES*, the first given to a foreign correspondent since he took office, Dr Bennett said: "As a nation we need to find better ways to reward and to honour and to respect our teachers. To bring that stature back to the profession which somewhere along the line we lost."

Recalling that the status of American teachers had slumped during the 1960's and 70's, when a spate of books had characterized schools as prisons and teachers as warders, Dr Bennett went on: "We have to remind people that teaching is more than – excuse the barbarism – skills facilitation. It is the architecture of the human soul."

As to how the improvement was to be achieved, the new secretary was less specific. Though he came out in favour of the proposal by Albert Shanker, president of the American Federation of Teachers, (AFT) for a national teachers' examination to boost professional standards, he did not propose any direct Federal action to improve pay and conditions.

Dr Bennett liked the idea of paying teachers on merit (which the two major unions do not). "My own view", he said, "is that we should pay very good teachers good salaries, younger teachers medium salaries, and bad teachers no salaries at all.

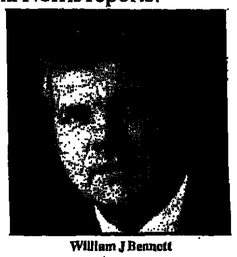
"There is enough money in the salary pot right now. In most places it does not need to be increased, though obviously that is not true everywhere. It just needs to be apportioned differently." He dismissed the suggestion that it would be hard to define the good teachers – their colleagues, he said, knew exactly who they were.

On the issue of teachers' unions, Dr Bennett was ambivalent. "The teacher unions, the NEA and the AFT, are so much a part of our lives," he said cautiously. "I think it is certainly a mixed blessing. No one denies the effectiveness of the labour movement in this country in general terms of providing better circumstances for the working people of America. But . . . in some cases it has contributed to the diminution of professionalism and self esteem."

Asked how he proposed to achieve the "new renaissance" in American education which has been his theme since taking office, Dr Bennett said: "I don't propose to achieve it. I hope to get out of the way and let the American people achieve it . . . I think the American people can achieve these reforms themselves. We should be their ally, neither carping nor inhibiting their progress.

Dr Bennett said he was more confident of the prospects for reform at high school level than he was in higher education. "The heat is on," he said. "The American people are about the business of reform, and they say 'these schools are ours and we will make them better'. But there is an enormous degree, perhaps an inordinate degree of deference given to people in higher education. So the American citizen says, 'well, maybe colleges should be better, but I am not sure I should be the one telling them'. That is both good and bad . . . there is not much point in bringing about all this reform in schools unless we also bring reform in colleges."

Dr Bennett; who has been frequently criticized since taking over the job for his support of President Reagan's budget-cutting proposals, denied that money was really the core issue. "The larger question is: what are we getting for our money?" he said. "The quality question. American education institutions are typically American. It is like American restaurants. They range from the very good to the unmentionable."



William J Bennett

Education institutions are like American restaurants – ranging from the very good to the unmentionable – William J Bennett

Among the unmentionable aspects of American education, Dr Bennett includes some of the curriculum materials used in schools, some of which, he said, he would hesitate to give to an adult. This view lies behind his support of the so-called Hatch Amendments, which give parents power to vet the contents of courses.

Asked if this might damage teacher morale, he replied: "No, not in the long run. In the short run, perhaps. No one who is a teacher, and I have been a teacher, likes to have someone looking over his shoulder and saying yes to this and no to that. But in the long run it is in the interests of teachers to have parents conscious of what they are doing and supportive of what they are doing. The system has broken down. In many school systems in the United States, children are being taught things, are being subjected to tests, which are very much against the wishes and views of parents.

"It is an additional burden on parents – which they shouldn't have to face," he said, "and until we get this thing straightened out and restore greater harmony it is a burden they will have to take. After all, they are the ultimate constituents here. The students and parents are the people who must be satisfied."

Dr Bennett was concerned, however, that there might be too much emphasis on getting rid of the bad elements from curricula, and not enough on introducing the good.

High on his list of worries were the level of literacy in America (low) and the number of drop-outs from urban schools (high).

But Dr Bennett said he had no plans for improving the former, other than pointing out the problem "and then let the American people make their own decision about it". The drop-out situation, he believed, would benefit from the general reform movement.

"I have some confidence", he said, "that when schools become better places, more serious places, more businesslike places, places that have a better ethos, that we will see some decline in the drop-out rate."

UK fears grow as EEC bans discrimination in training

Anne Good on how a Euro Court ruling could shake up education policy

A recent judgement by the European Court of Justice could have far-reaching effects on EEC education policy.

The Court said that governments must not discriminate against students from other EEC member states in vocational training and then defined this term so widely as to include almost all education, as well as what has traditionally been regarded as training.

Member governments now fear this could have serious immediate effects on their treatment of EEC students in areas such as access to courses, grants and student facilities.

The DES will be mainly concerned with the practical results of the decision, a Brussels-based British Government official said. The Court's very broad definition of vocational training could have major impact on, for example, access to courses in the UK. "Potentially a tremendous number of courses could be opened to anyone who came along," he said. The judgement may also affect the rules applied by l.e.a.s in giving maintenance grants if these could be seen to discriminate against EEC students.

The judgement arose from a case taken by a French student against the Belgian Government. She challenged the rule whereby foreign students have to pay fees to attend courses which are free for Belgians, since the Treaty of Rome bans discrimination on the grounds of nationality. The European Court last month upheld her argument, saying that vocational training came under the Treaty ban. The court then went on to define what it meant by vocational training:

"All forms of training which prepare for a professional qualification, trade or specific job or which develop the particular aptitudes necessary to exercise such a profession, trade or job are part of the vocational training, regardless of the age or level of education of the pupils or students and even if the course includes some elements of general education."

Almost all education, including higher education, would come within this definition of vocational training. Therefore, as a result of the judgement, education should be subject to the same Treaty guarantees as are applied to training (such as the ban on discrimination against nationals from other member states) and could be more confidently included in EEC policy-making than has been possible in the past.

These are the very developments feared and opposed by the UK Government, along with the Danes. During the court case both member states intervened in support of the Belgians, arguing that the case raised "problems of principle" which go far beyond the particular issue of fees for foreign students in Belgium.

The UK Government said it believed that the Treaty of Rome "does not forbid a member state to treat its citizens more favourably in education, especially as regards access, scholarships and study grants, other social facilities given to students and students' participations in teaching costs".

The European Court rejected this argument when it confirmed that vocational training (including education in so far as it fits the Court's definition) comes within the scope of the Treaty.

The Court also pointed out that, while the Treaty did not specifically place education policy in the hands of the EEC institutions, vocational training is part of the community's responsibilities. When member states signed the Treaty they agreed that the EEC should set up a "common vocational educational policy". The Court considers this policy an important aspect of achieving such aims as free circulation of people and improvement of workers' living standards.

EEC involvement in training policy, best known in the form of the European Social Fund (ESF), has been uncontested by the member states, because a fairly restrictive notion of vocational training was used. In fact, the European Commission has avoided overt definition of the term, believing that if it asked the Council of Ministers to set limits these would be stricter than the Commission would like.

The Commission has also been trying to gradually expand the field of EEC involvement in education despite total opposition by some governments, in particular the Danes, to any community policy-making on education. So for example, the Commission officials believed that progress was made at the EEC Council last June when ministers agreed to joint actions on foreign language teaching, illiteracy, new technologies in education and migrant children. But without a firm base in the Treaty of Rome, Commission proposals for more fundamental EEC education policy could not withstand member states' opposition and even agreed initiatives were not backed by major funding.

With the Court decision, the way is now open for the "wider implications to be explored and exploited," a Commission official said. The possibilities range from increased financial backing for existing community education activities, such as grants for exchanges of staff and students between higher education institutions in the member states, to developing new policy areas such as applying equal treatment laws to girls in schools and colleges.

Will training schemes be open to EEC students?

14 – 18 PRE-VOCATIONAL EDUCATION

This 2-page report, first published in The Times Educational Supplement on January 11, explores the range of courses on offer.

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OVERSEAS

Strike wounds remain unhealed

FINLAND

As British teachers embark on industrial action, Donald Fields reports on an inquest into last year's strike by their Finnish counterparts.

Union representatives are more content than the rank and file with the outcome of last spring's strike by Finish teachers.

A survey commissioned by the OAJ (National Union of Teachers) suggests that 52 per cent of teachers are unhappy about the terms of the agreement that ended the strike as the first concerted action of its kind to be staged in Finland. But 65 per cent of their representatives are satisfied.

The month-long strike involved 9,000 of the OAJ's 45,000 members and led to 150,000 comprehensive school pupils being sent home. The OAJ accepted a formula that helped senior teachers whose salaries have been lagging behind. But most of the benefits, partly offset by some extra classroom duties, were deferred until the latter part of a three-year deal.

Judging by the responses of 697 teachers and 117 union representatives the most disenchanted OAJ members were in the comprehensive grades around which the strike principally revolved.

Commenting on the survey's findings, the OAJ's journal says: "Union officials have obviously responded in terms of the objectives set by the OAJ, the rank and file in those of personal expectations . . . that comprehensive school teachers are not entirely satisfied with the results is understandable because members pitch their expectations high when they resort to strike action."

Surprisingly teachers who actually participated in the strike are substantially more pleased with the result than those in unaffected areas. Less surprising is the finding that the proportion of union representatives believing the OAJ organized the strike "very well" (60 per cent) is more than double that of teachers sharing this opinion (28 per cent).

On the other hand, only 15 per cent of teachers – and 1 per cent of union officials – fail to give any credit to the union. Again, it was teachers in areas hit by the strike who were most positive about the union.

Sixty-three per cent of teachers thought the strike was called off at a suitable juncture, against 28 per cent who believed it should have been extended. The latter view was more prevalent in strike areas than outside them. Ninety-three per cent of union officials endorsed the OAJ's timing.

More unrest

Continuing violence in South African schools has brought education to a standstill for tens of thousands of pupils. An estimated 8,000 youngsters are now boycotting classes.

Police who continue to fire birdshot and tearsmoke at protesting pupils, recently detained three student leaders after swooping on their homes in Atteridgeville – a black township near Pretoria where the boycotts began last year.

The boycotts have followed the detention of black youngsters last year.

Religious order agrees to appoint heads from the laity

IRISH REPUBLIC

The country's biggest Roman Catholic teaching order – the Irish Christian Brothers – is shortly to break with a 183 year old-tradition by appointing lay teachers as headmasters of its schools.

About half of the country's secondary schools are run by Catholic teaching orders and nearly all have religious headteachers.

The lay teachers' union – the Association of Secondary Teachers, Ireland – has been campaigning for years for its members to be given leave to apply for headships.

Initially, five lay heads will be appointed – possibly as early as next September. Other lay appointments will follow next year.

A spokesman for the order, which runs 16 secondary schools, said the decision was taken for a number of reasons, including the decline in religious vocations. Lay teachers outnumber religious by five to one in private secondary schools.

The appointment of lay headmasters is not the only change for the Brothers who traditionally were associated with firm discipline, a nationalistic outlook and "boys only" schools.

Recently, it was announced that the Brothers are to become associated with at least four co-educational secondary schools.

And the Brothers' association with the stick and the strap came to a sudden end when corporal punishment was banned in Irish schools three years ago. Now the Brothers are among the greatest advocates of other forms of less severe discipline.

John Walshe

Christian Brothers . . . break with tradition

Countries share study to see how they differ

A joint research project has been set up between a British and a French university to establish how conceptions of professional responsibility differ between teachers in the two countries.

The project is shared by the University of Bristol School of Education and the University of Provence. Funded by a £56,000 grant from the Economic and Social Research Council, the project will continue until March 1987.

An earlier study of accountability in England and France, highlighted significant differences in teachers' approaches to classroom practice. The new research will investigate these differences, and establish the extent of autonomy allowed by the two systems.

Teachers will also be asked to explain their responsibilities to pupils, fellow teachers, parents and administrators and research will be conducted in three stages.

The team is already engaged in submitting questionnaires to 400 primary school teachers in Avon and Provence. This will be followed by interviewing a selected group of teachers and observing them at work. Follow – up discussions will be held to establish how teachers' perspectives are influenced by organizational structures as well as national traditions.

The earlier study of accountability carried out in Devon and Calvados in France, revealed that despite being part of a centralized system, teachers in France often enjoy more freedom from external pressures than their English counterparts. This is largely because the French are protected by their civil service status.

However, the indications are that similarity between the two systems is growing. The traditional classification of the French system as centralized is regarded as simplistic. Both, for example, are facing economic stringency, a lowering of teachers' morale, and an increase in bureaucratic corporate management.

The first study also raised an important question – the extent to which accountability is reciprocal. In the classroom, this is so. French teachers are assessed in terms of teaching method, while teachers in England are evaluated on results.

But a warning was given: "At the bureaucratic and political heart of each system lies the power to control without in turn being controlled – the only stage in the system without a reciprocal accountable relationship."

Iola Smith

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Japan warns it may quit UNESCO

Japan has become the latest country to threaten to withdraw from the United Nations Educational, Scientific and Cultural Organization unless reforms are introduced by the end of the year.

The threat was made by Mr Takaaki Kagawa, Japan's delegate at a special five-day session of UNESCO's 50-member executive board in Paris.

Mr Kagawa said the Japanese Government was dissatisfied with UNESCO's efforts to reform itself.

As UNESCO's second largest contributor, paying 13.5 per cent of the US$391 million annual budget (the Soviet Union is the largest, contributing 15 per cent) Japan's withdrawal would throw the organization's already severely reduced finances into considerable disarray.

Salaries increase

The Sri Lankan Ministry of Education has announced a salary increase for teachers, effective from January 1 this year, providing minimum increases ranging from Rs.190 (£6) to Rs.240 (£8) a month.

Why Australians are becoming self-conscious

AUSTRALIA

A drive to make Australian studies a major growth area in the country's schools, colleges and universities over the next four or five years is being planned by Senator Susan Ryan, the country's Minister for Education.

She has launched a Aus $1.3 million Federal Government project, the aim of which will be to review and upgrade Australian studies in time for the bicentenary of discovery by Europe in 1988.

The project involves the creation of a top-level committee which will look at the way Australian studies are taught in tertiary institutions, as well as a major review of curriculum materials used in primary and secondary schools.

The three-member tertiary committee will concentrate on the need for teacher education, the development of Australian studies as an academic discipline, and in promoting a greater understanding of Australian society by all tertiary students.

This committee will be assisted by [illegible]

Dr Kay Daniels, a senior lecturer in history at Tasmania University, and a highly-respected author of several pioneering works on the history of women in Australia. The other two members will be Mr Bruce Bennet, a senior lecturer in English at the University of Western Australia, and Mr Humphrey McQueen, author of a number of studies on Australian history and visual arts.

According to Senator Ryan, there have been several major developments in Australian studies over the past few years, partly as a result of increasing awareness in Australian achievements and culture.

She said that primary schools had in recent years attempted to give "our generation a little knowledge about ourselves." But she added that, in many cases, schools had tended to promote the worse kind of nationalism: mixed up with racism, male chauvinism and militarism: they had looked at Australian history and culture from only one point of view – the view of the affluent, or the victor.

Lula Garcia-[illegible]

Migrants' children

Common Market countries are failing to meet the needs of the children of their migrant workers, the European Parliament's youth, culture, education, information and sport committee has been told.

A report placed before the committee said that children from fellow EEC states were not receiving special educational treatment – such as mother-tongue teaching – as was called for in an EEC directive eight years ago.

The EEC is now asking its member states to provide teacher training for this task and urging them to recruit more specially trained teachers from immigrants' countries of origin.

Richard Garner

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LETTERS

Teaching methods overshadowed by politics

Sir – As the author of the original piece on Sandra Shmidt and the William Patten infants' school (*TES*, February 1) which has caused such a response *from both the "popular" press and The TES itself*, I would like to comment on the reactions which I believe have guilty of distorting and sensationalizing.

I chose to write about Ms Shmidt because I know parents of children at the school who speak very highly of it, and I had talked with her before the interview and heard how she runs the school. I chose to highlight her "political" ideas in my article because they are controversial and obviously relevant in view of the current debate.

However, I was at pains also to mention some of her interesting and, apparently, successful educational methods.

While it is, of course, in order for the former to be discussed publicly (although I would not call making up quotes and haranguing parents outside the school gates, as some newspapers apparently did, discussion) it seems to me wrong that any other element of the school's behaviour was discarded, thus giving a totally unbalanced picture.

It also seems curious to me that while so many schools teach material which has an in-built right-wing bias and unashamedly support the present Government, Ms Shmidt is vilified for taking an opposite stand.

ANGELA NEUSTATTER
32 Highbury Place
London N5

Best interests

Sir – I was encouraged to see your interview with Sandra Shmidt, head of William Patten Infants School. A school cannot divorce itself from the community which it serves and should not ignore political controversies which impinge on the lives of its pupils.

In taking up a deportation case affecting their pupils, the staff were acting in their best interests. To remain silent and "neutral" would have been to condone racist laws; to express sympathy but take no action would have been a cop-out.

In developing anti-racist teaching in my own classroom, I have found very young children are able to examine issues and come to conclusions of their own based on the evidence presented to them.

It is unclear when the Inner London Education Authority says that such discussions should be "balanced" whether they are saying that equal weight should be given to the racist arguments ("They're taking our jobs, they're going to swamp our culture") which underpin the immigration and nationality laws. If that is the assumption, then the ILEA cannot in truth call its policy "anti-racist" for it has to begin from a political/moral position opposed to racism.

It is not enough to feel sympathy "as you would for the children of Ethiopia" as Norman Thomas suggested. In fact, on that issue schools usually suggest some action – for example, collections or pressure on the government to increase aid.

To merely encourage children to discuss their experience of racism, a painful process in itself, and to do nothing about it, is a gross misuse of the trust that they place in us. If the ILEA's anti-racist policy is to go beyond mere rhetoric, then schools themselves must become part of the anti-racist struggle in their community.

If we wish to have a politically literate population, then schools should begin from early childhood to involve pupils in studying, debating and taking action on local, national and international issues. My pupils have studied issues ranging from racist graffiti on the local estate, through to the imprisonment of Nelson Mandela and the question of whether violent struggle against an unyielding, unjust system is justified.

Just one last thing: William Patten has the firm backing of its governors, parents and community. They are aware of what anti-racism means in the "real" world.

MARTIN FRANCIS
Normand Park Primary School
Lillie Road
Fulham
London SW6

One-sided view

Sir – I take Norman Thomas's point about involving children in demonstrations when they are not in a position to judge issues fully (*TES*, February 8), but his ideas about what "should be" brought to their attention need close examination, especially as he appears to think that he is outside of politics.

His statement "that children should be aware of the social difficulties of their compatriots, and they should be encouraged to be sympathetic towards them, as they would the starving children in Ethiopia" is as revealing as it is worrying. It seems to me that there has been no lack of sympathy for the victims of famine, and children have been very much involved in raising funds, through their schools, or television programmes such as *Blue Peter*. What they, and we, lack is the opportunity to understand the political and economic dimensions of the issues.

Sandra Shmidt is justly concerned that young children are shown only one side of a story from an early age. In this case black children are constantly portrayed as passive victims inherently unable to cope with their problems, and that they have nothing else to do but wait around for Western aid.

A few late night programmes have shown alternative images. *Black on Black*, for example, showed how the interests of the ruling group were met by using acres of productive land for cash crops in Kenya, but, nevertheless, many continued to work hard to cultivate food in extremely difficult circumstances. *First Tuesday* reporting from Ethiopia's Tigray Province gave first-hand evidence of groups of villagers discussing the organization of help for refugees who were passing through, and of a group of farmers who had succeeded in producing a sizeable harvest in spite of the low rainfall.

Norman Thomas explicitly makes a link between the children of Ethiopia and children in Britain, which suggests that white children view their black compatriots according to this model. Coard and others have repeatedly stressed that this is precisely what happens already with serious consequences for black children. It may be argued that young children will not understand political arguments, but it is clear that they recognize the one side continually presented to them.

The alternative images of achievement and esteem can also be presented by schools, which can at least make a start at countering those found daily in the media, at the same time combating, instead of reinforcing, racism.

JOHN TYRRELL
36 Acfold Road
Handsworth Wood
Birmingham

Pay one's way

Sir – Ted Wragg upbraids Sir Keith Joseph for his "market" view of maintained education (*TES*, February 15), whereby the amount contributed by Government is varied according to the ability and willingness of parents in any particular area to raise cash for educational basics, like books.

I should like to support Sir Keith in this matter, and indeed urge him to go further. After all, hospitals already rely heavily on sponsored walks and pub collections for the provision of scanners, dialysis machines and spinal injuries units. Why not police committee jumble sales for extra panda cars and walkie-talkies? Watch committee bingo nights for better fire engines? Street lighting, road maintenance, sewerage: why shouldn't we be encouraged to meet more of the costs locally?

Sir Keith's approach has the added merit of being nicely democratic in that we get the services we are prepared to pay for. Extended to the nation as a whole, it could of course help resolve the biggest dilemma of all. The Cruise Missile Lottery? The Trident Appeal Fund?

CHRIS DUNNE
3 Glen Court
67 Burnt Ash Hill
London SE12

● From *The TES*, February 15.

Sir Keith's quality

Sir – Ted Wragg finds Sir Keith Joseph "charming, very likeable". This would not, apparently, be the judgement of the girls of Tile Hill Wood School, who report, in the same issue, his bullying rudeness to them when he was recently a guest in their school.

However, one certainty at least emerges. Whatever Sir Keith's views on the quality of teachers, if he is unable to cope with youngsters' questions with more tolerance and good manners than on this occasion, he himself would be very unlikely to survive for very long as a teacher at any decent school.

ERNEST GOODMAN
8 Hardy Grove
Folly Lane
Sythenham
Manchester

A short let

Sir – As a primary school caretaker in sole charge I was interested in your article on usage of school premises out of school time (*TES*, February 15).

The problem with these out-of-hours lettings is that the caretaker is responsible for the security of the school premises and has very few evenings to call his own. In my case I will not entertain lettings on a regular basis on Wednesday and Thursday.

Monday, Tuesday and Friday are let until at earliest 9.30 p.m. this on top of a 6.30 a.m. to 6 p.m. working day.

The same problem arises for weekend lettings. An occasional letting is acceptable but the £6 before tax made for a Saturday morning let is not worth the loss of leisure time involved.

M R BACON
67 Fairfield Road
Ramsgate
Kent

Great divide

Sir – I found the article on Nottingham's small school project (*TES*, February 15) most interesting.

But what a coincidence that all the featured "first class primary practitioners with a proven track record" were women and all of the headteachers and the inspector mentioned were men.

LESLEY JONES
20 Woodhills Grove [illegible]
Shirley, Solihull

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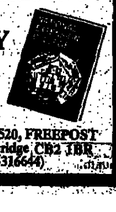

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LETTERS

Studying home economics helps learning process

Sir – I would be interested to know at which primary and secondary schools the anonymous author of "The new inquisition" (*TES*, February 15) is governor. I do not agree with the main thrust of his argument that questions to promotion candidates on mixed ability and multi-ethnic teaching should be secondary to questions about academic standards, and I take particular exception to the author's contention that "games, PE, dance, drama, art, cookery and needlework (are) activities pleasurable, perhaps, in themselves but which do little to develop cognition or the ability to think and learn."

As head of a home economics and textiles department in an inner London school (which teaches in mixed ability groups, and is strongly committed to the principle of equality in race, sex and class) I object most vigorously to this contention. Even the subject titles used – "cookery and needlework" – are many years out of date.

However, I'm sure I speak on behalf of most teachers in my subject area when I state that we are primarily concerned with developing the processes of learning. The study of food or fabric is merely the vehicle by which we hope to achieve this end.

We *had* hoped this message was becoming widely accepted. I am horrified that the author of the article is a governor of an ILEA school, and should show such ignorance of the curricula of both primary and secondary schools. The ILEA home economics inspectorate have worked very hard – and I believe most effectively – to change an outdated image of their subjects.

The subjects of home economics and textiles are "expensive" in terms of resources. Surely the author is not sufficiently naïve to believe any local education authority, in a period of harsh financial cuts, would continue to fund areas of the curriculum on the grounds that they might be "pleasurable in themselves". All the seven areas mentioned are fully capable of justifying themselves in the whole school curriculum on firm educational grounds.

The Taylor Report of 1977, on school governing bodies, recommended better training for holders of the crucial role of school governor. With the publication of articles such as "The new inquisition" the importance of such a recommendation is shown to be even more pertinent, eight years later.

STEPHANIE E BEDFORD
Dick Sheppard School
Tulse Hill
London SW2

Bad new methods

Sir – My wife and I – both science teachers retired early as a result of comprehensive reorganization – wish to lend our support for all the views expressed by a school governor in your feature "The new inquisition" (*TES*, February 15).

The troubles are not confined to the ILEA. Throughout the many years of meetings building up to the creation of a new "neighbourhood" comprehensive (in another part of Dorset) we encountered all the disastrous tendencies and unfortunate doctrines referred to in the feature – and more. All manner of "Aunt Sallies" were set up as representative of *bad old methods* in order to encourage support for *bad new*.

● From *The TES* February 15

It also became clear that a teacher's prospects depended on his familiarity with "forward-looking" jargon and upon his declaring himself to be "fully committed to the comprehensive ideal".

It became depressingly clear that, having thus obtained posts in the new system, teachers would suffer more worry, distraction and frustration in the course of teaching less effectively and for less pupil contact time than in their former smaller selective schools.

A pity that there should be legal reasons for the anonymity of your contributor. His article should be compulsory reading for all heads and l.e.a. officials.

STELLA and DAVID
STRAWBRIDGE
222 North Allington
Bridport, Dorset

Poor Marx

Sir – Assuming your report on Mr Honeyford's views on "left-wing educationists" (*TES*, February 8) to have been a fair one, then his contribution to the *Salisbury Review* suggests certain misunderstandings about Marxism as profound as they are widespread.

He asserts an "orthodox Marxist notion that human nature is merely a culturally defined, historically determined artefact". Such a view denies the material base of our biology and reduces the mechanism of development to a reactive response to the social milieu. It is therefore both idealist and mechanistic and in direct opposition to the fundamental philosophical position of Marxism, which is materialist and dialectical.

He also appears to associate multiracial education, anti-sexism, black studies, and life skills uniquely with Marxism. Perhaps his article justified such an association more convincingly than do many exponents of these curricular innovations.

It is indeed an astonishing view to hold of our educational system, that for the last 40 years it has been dominated by the ideology of the Left, a view perhaps teasable only if one is totally confused about what that ideology might be. Such confused analyses, however, will continue to be advanced in this country as long as notions put forward as Left, left-wing and leftist continue also to be unquestioningly identified as Marxist – and that goes for both sides of our current political divide.

ANDREW SUTTON
Department of Psychology
The University of Birmingham

Not dogma

Sir – I am writing in response to Mr Ray Honeyford's attack on left-wing educational issues. He is supposed to have included in his attack, life-skills teaching, which he regards as an embodiment of "the orthodox Marxist notion that human nature is merely a culturally defined historically determined artefact". For your readers' information, the term "life skills" came into common use in this country after the publication of the Manpower Services Commission document, "Instructional Guide on Social and Life Skills" (1977), and has been included in subsequent schemes for employed and unemployed young people, since that time – the Youth Opportunities Programme, Unified Vocational Preparation and Youth Training Scheme – and we all know that the MSC is not renowned for its Marxist dogma.

PETER RIDGE
27 Woodlea Road
Worthing
West Sussex

No word shortage

Sir – Whatever the difficulties of implementing the 1981 Act, at a time when many educational resources are being reduced, one change is evident.

We have accepted the invention of the process of making a "statement" of a child's need for special education. The result of this process is the creation of a new category of pupil – the "statemented pupil".

Provision may have been cut back, but hypostatisation has taken place, and the new jargon masks the absence of real progress.

JILL CRICK
Counsellor
Cranford Community School
Hounslow

Workshop plea

Sir – Your correspondent J H Cluer (*TES*, February 8) rightly identified the void which would result from the disappearance of engineering workshop theory and practice with the introduction of the new GCSE examinations. I write to support his view and to appeal on behalf of many students for its retention.

South Cheshire has a long engineering history and supports numerous large, medium and small engineering companies, all of whom hold the subject EWTP in high esteem because of the qualities outlined by Mr Cluer. It is, therefore, not surprising that a number of schools in this area offer the subject to both O and CSE level and find a large number of pupils opting for it because they see it as a passport to such firms as Rolls-Royce Motors Ltd, British Rail Engineering, ERF Vehicles and the Royal Ordnance Factory, Radway Green.

Under the new national criteria it appears that the only practically orientated subjects to be offered at GCSE are CDT Technology, CDT Design Realization and CDT Design Communication. A detailed study of these syllabuses reveals that the theoretical content far outweighs the practical; a division which is hardly likely to endear itself to pupils.

There is certain to be a considerable reduction in the number of pupils studying engineering related subjects as a result of this proposal.

A HILLIER
Head of Craft
Shavington School
Rope Lane
Shavington
Crewe
Cheshire

Balanced course

Sir – I write to support the plea for the retention of the engineering workshop theory and practice Associated Examining Board syllabus.

The course provides a balance of theoretical, design and practical experience which the pupils evidently appreciate as we regularly enter some 30 pupils each year.

The syllabus is also appreciated by employers in this area as many pupils who do not proceed to 'A' level courses do gain good apprenticeships in various types of engineering.

It is also worth noting that the syllabus is being updated, with an option on numerical control of engineering equipment being introduced.

I strongly urge that while the national criteria are being evolved provision is made to include EWTP within the final framework.

P BRAITHWAITE
Head of CDT
Yateley School
Camberley
Surrey

Bitter conflict

Sir – Last year, Dr John Herbert, then head of Haverstock, expressed with deep feeling the anguish of headteachers as they live through the misery of conflict between Government and local education authorities on the one hand and teacher unions on the other. The bitterness is worsening and what is not freely acknowledged is the currently serious and potentially devastating effect on school structures and the well-being of pupils.

The reality must surely be faced – that the continuity of disruption in the schools is affecting fundamentally the quality of education which can be given to our pupils. It is almost grotesque for unions on the one hand and employers on the other to suggest anything else.

How can teachers who can no longer meet together in their academic or pastoral groups possibly maintain academic and pastoral structures and standards? How can assessment and reporting processes in secondary schools be properly conducted if meetings cannot be held to coordinate such assessment? How can schools preserve that steady continuity of teaching and learning when pupils are becoming conditioned to expect disruption? How can the wider cultural, social, sporting and charitable interests of children be developed, when teachers are advised or instructed not to give their time to such work?

The reaction of Government and local education authorities can hardly be termed vibrant or even perceptive. The employers seem intent, on preserving a pretence of well-being and officers seek to walk a tight-rope between councillors and teachers. Admittedly, Government, through the Secretary of State, has initiated proposals, but is doing little in the present deadlock on them except pass the buck back to the employers who are themselves constrained by Government guidelines and union intransigence.

I worry increasingly that this present drift towards a virtual death which will go so far that it will take decades to bring about a revival of satisfactory relationships. Are we not approaching a position where the only way out will be some form of fully constituted inquiry into the well-being of the profession with decisive recommendations expected of it?

Now, like most heads under pressure from all sides, I can but dolefully misquote Shakespeare with "A plague on all your houses".

A B DANIEL
Headmaster
Gowerton School
Cecil Road
Gowerton
Swansea

Parents excluded

Sir – We have just read the feature ("Needs musts," *TES*, February 22) about l.e.a.s trampling on parents' rights under the 1981 Act. At the moment, our daughter is being assessed for a statement. All three professional contributors have seen her, and we have submitted our own evidence.

We telephoned our authority's named officer to ask when to expect a draft statement, and we were told there was to be a case conference this week, before the draft statement is sent out. Assuming we were to be invited, we asked for details, and is horror he exclaimed that parents are not invited to case conferences because "professionals want to discuss the child out of parents' earshot."

Alarmed, we took this further with a senior officer who confirmed the decision verbally, that if we overheard professionals arguing amongst themselves we might use this as a weapon if it went to the appeal stage.

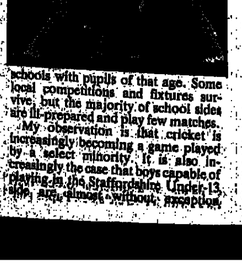
Clearly, any possible disagreements will have been laundered out of the draft statement before it appears and our authority doesn't even have the decency to call it an "informal discussion". We agree with the writer of the article that this is an appalling situation, directly contrary to the spirit of both Warnock and the Act.

CHRIS and LINDA GOODEY
1 Whitfield Road
London E6

Wide delivery

Sir – Roger Truelove's article (*TES*, January 25), while containing much that was true about the state of cricket in schools, had factual omissions, inaccuracies and faulty conclusions, especially in regard to what is occurring in state schools, where the situation is dramatically worse than in the independent sector.

It is the case, as he says, that an increasing number of schools are entering English Schools' Cricket Association competitions and that club cricket for young players is expanding, but beneath that veneer there is a decline in the quantity and quality of cricket and in the provision for the sport. The numbers of schools entering the Staffordshire Under 14 Lords Taverners Competition in 1983 and 1984 were 53 and 49 respectively. These numbers are among the highest for any county in this national competition, but in the area there are only



schools with pupils of that age. Some local competitions and fixtures survive, but the majority of school sides are ill-prepared and play few matches.

My observation is that cricket is increasingly becoming a game played by a select minority. It is also increasingly the case that boys capable of playing in the Staffordshire Under-13 side, and almost without exception members of cricket clubs, have fathers who have played cricket and come from a declining number of schools.

Our experience is of a small pool of players of that kind of ability or potential attending trials for county sides. The simple and least expensive solution is to concentrate on that minority. However that would not, in the end, serve the best interests of the many pupils who could enjoy playing cricket, the clubs, or standards at county and national level.

PE advisers in l.e.a.s are the key men. They ought to be the prime movers for change and progress. The ESCA must get them together and thrash out a national campaign of well-defined and simple objectives for schools and l.e.a.s to accomplish.

A F PICKERING
Staffordshire under-13 manager and chairman of Wolverhampton Schools Cricket
Regis Comprehensive School
Wolverhampton

Parents excluded

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We telephoned our authority's named officer to ask when to expect a draft statement, and we were told there was to be a case conference this week, before the draft statement is sent out. Assuming we were to be invited, we asked for details, and is horror he exclaimed that parents are not invited to case conferences because "professionals want to discuss the child out of parents' earshot."

Alarmed, we took this further with a senior officer who confirmed the decision verbally, that if we overheard professionals arguing amongst themselves we might use this as a weapon if it went to the appeal stage.

Clearly, any possible disagreements will have been laundered out of the draft statement before it appears and our authority doesn't even have the decency to call it an "informal discussion". We agree with the writer of the article that this is an appalling situation, directly contrary to the spirit of both Warnock and the Act.

CHRIS and LINDA GOODEY
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TALKBACK

Exchange is like robbery

VALERIE ADDISON

I am currently participating in the Teachers' Exchange Scheme to the United States organized by the Central Bureau for Teachers' Exchanges and the US Information Agency.

Although, theoretically, this is a wonderful opportunity to experience at first hand both a new education system and life in a different country, I feel that anyone contemplating such an exchange may benefit from reading of my experiences and so avoid making similar mistakes.

Although you exchange teaching posts you do not exchange salaries. Remember that what you receive as a monthly salary is dependent on the exchange rate. For us, this year has been a disaster. My salary has effectively dropped by $70 (£64) a month since my arrival last August.

My exchange partner earns over twice as much as I do and without exception all teachers here receive almost twice my salary even though I have a Scale 3 post with special allowance in England, and the state where I am teaching is among one of the lowest paying. So even with our cost-of-living grant and non-tax year there is still a large discrepancy.

All American teachers coming to England benefit from our National Health Service. We have to make our own arrangements and meet the necessary cost. All teachers here receive free medical cover provided by this local education authority but I could not benefit from this as they were still covering my exchange partner, although she does not need the cover. I know other areas have similar policies.

If, like me, you have to arrange your own policy be prepared to meet any necessary medical expenses to begin with. My nine-year-old son recently injured himself skiing and needed immediate medical treatment.

The doctor was very good and efficient but reluctant to accept my "foreign insurance", as "they can be difficult". He preferred me to meet all expenses and claim them back myself. Knowing that the only important thing was to get my son's head stitched up as quickly as possible I agreed. Fortunately, I have made some very good friends who lent me the money. But when I repay them, approximately £200, it is going to leave me very little money next month.

When you contact your partner to discuss the exchange of property it is worth considering that there could be cultural differences. Certainly my experience has been that although we spoke the same language our interpretation was different as were our expectations.

Accommodation was a problem for both my partner and myself. She left her family in the US and therefore could not offer me her home – I wished to leave my house up for sale, which meant I was still committed to paying a mortgage. Eventually it was decided that she would live in my home and pay for heat and telephone but that in the event of it being sold she would move out and find alternative accommodation which she would pay for. I would pay for my accommodation here. I made it clear that as I was already paying for a mortgage in England I could not afford a great deal. My partner had great difficulty in finding me somewhere as rents are extremely high (between £250 and £300 per month for an unfurnished flat). Also children are not welcome.

My accommodation is not as described by my partner and although she made the arrangements in good faith, she did not visit or check details. However, I cannot afford to move.

Although we are warned against exchanging cars I in fact did. It seemed to make economic sense as both of us had old cars of the same age. However, this proved to be the worst thing I could have done and has led to a great deal of bitterness on both sides and involved me in the extra expense of having to purchase my own car anyway. There is no public transport whatsoever in this area and a car is essential.

If there are any disputes between your partner and yourself you must be prepared to solve them yourself, which can prove difficult and frustrating at such a distance. The US Information Agency in Washington will only interfere if your problem involves teaching.

As we are asked not to comment publicly on our teaching situation I am unable to do so. However, suffice it to say that this is the one area where I have felt it has all been worthwhile. Though if I am honest the obvious discrepancy in salaries, the worry over money and my dispute with my partner are all beginning to colour my attitude to my work.

I know that I chose to come here but when you are aware that your partner has already enjoyed two very expensive continental holidays and is also touring England at every available opportunity, while you are worrying whether you can survive until the next pay cheque arrives and knowing that when it does it will be appreciably less than the previous month, one can't help feeling the injustice of the situation.

For those of you contemplating an exchange, I would advise you not to consider it without some adjustment in salary or unless there is a much more secure exchange rate. Although it is a wonderful opportunity the cost at the moment both financially and emotionally is, in my opinion, too high.

Valerie Addison is currently on a teacher exchange scheme in Vermont.

Is the price right?

COLIN BULMAN

Research into the effects of violence in television programmes on children is characterized by two things: its extent and its inconclusiveness. But there is a kind of TV programme which is more pervasive, more pernicious in its effects, and more likely to instil undesirable attitudes in children, though I have to concede that my research into this is less extensive than that devoted to violence on TV and just as inconclusive.

The programmes I am alluding to are the ubiquitous quiz shows. In a week in early 1985 almost 15 hours of peak TV time were devoted to such shows. There were 25 separate programmes which were strictly quiz shows and eight more which contained quizzes or competitions as part of a magazine format, most of these designed for children. ITV had at least one quiz show every day (sometimes three a day), Channel 4 one every day except Sunday, BBC1 at least one every day, and BBC2 none, although quiz shows sometimes appear on BBC2.

What is the underlying premise of these shows which often masquerade as something which is almost educational? After all, questions and answers are the stuff of much education. It seems to me there are two elements to all the programmes: a cult of facts for facts' sake, and an appeal to gross materialism.

Almost all the programmes provide prizes, and these range from the modest trophy or token prize to holidays worth hundreds of pounds and even cars. The majority of shows have valuable prizes judged on a purely financial criterion.

Ratings suggest that a show's popularity is related to the value of the prizes given away and there is absolutely no correlation between intelligence required to win and the value of the prize.

Often luck and guesswork such as is found in *The Price is Right* is as important as wisdom, and virtually no show requires powers of reasoning as opposed to memory for often unrelated facts. Materialism at its most rampant is also revealed in *The Price is Right*, real on the part of the studio audience from whom the contestants are chosen at random, and vicarious on the part of the viewing audience. The presenter of this show encourages the materialism in a blatant way, but concentration on prizes and rewards is emphasized in almost all these programmes.

It has been suggested that there can be an educational element in quiz shows. We might learn something in the course of other people answering questions. I asked classes of teenagers to watch *Mastermind* and *Ask the Family* and recorded the questions, which were put to them again within a day or two of the programme. Results suggested that little was learnt. This is not surprising, of course, because there is no incentive to remember the isolated facts which are the stuff of most quiz shows.

Mastermind, which strangely appears to have some prestige in the world of quiz shows, is probably the show from which least is learned. The subjects are often odd or esoteric and of little general use or interest. But the setting of a university and the prize of Caithness glass gives the show an undeserved aura. The requirements, as in most quiz shows, are a good memory and a certain speed of recall. Reasoning plays no part at all. A more accurate title for *Mastermind* might be *Master Memory of One or Two Subject Areas*.

If quiz shows teach anything, it is that unrelated facts are important and that material reward is the desirable outcome of being in possession of such facts.

Gratuitous violence may be deplorable in some TV programmes, but it is thin on the ground in comparison with quiz shows.

Colin Bulman teaches at Huddersfield College.

In the deep end

ANDREW CATHCART

As I mused just recently, on Sir Keith Joseph's Chester speech, I caught a glimpse of the problem which I now feel that I ought to commit to paper before it fades away.

Thinking of myself as a swimming teacher, the evaluation/accountability debate, until now would have generated the following response. I would be opposed to an evaluation process which was based on the number of children that I taught to swim. It could be quite unfair, because my class could be made up entirely of inner-city children who never went to the baths in their spare time.

So the "inspector" making the evaluation could downgrade my efforts in contrast with other swimming teachers who taught groups of highly motivated children, well used to spending their free time in the baths.

I would argue that the evaluation would be unfair, that I am not responsible for the children's swimming results, even if every other child in the city reached a higher level of attainment. The children's ability to swim was simply beyond my control.

Instead, I would ask to be evaluated on the things that I could control – for example, I established a relationship with my pupils, observed essential swimming principles, prepared my lessons and dressed appropriately. This evaluation would be more appropriate and fair to all concerned because when these principles are observed children will tend to learn to swim.

Sir Keith seems to describe, however, something bigger and better than a simple, polarized argument about what to evaluate. Still sticking to the swimming teacher, Sir Keith appears to be saying do the l.e.a.s know how all swimming teachers work? Do all their children get an equal share of watertime and an equal pupil/teacher ratio and, more fundamentally, do they want swimming to be taught? And if so to what standard?

This changes my view. Instead of asking to be evaluated only on how I go about my work, I must now unite with all other swimming teachers and we must send delegates to represent our interests, to negotiate with our l.e.a.s over the value of swimming and to agree a code of practice. Our agreements must in turn be matched with the appropriate resources, both human and material.

The issue of accountability following from Chester, obliges all teachers to justify and to assert that which they believe to be worthwhile, to compete against other teachers for resources and to publicize their struggle.

Andrew Cathcart is head of a Leeds primary school.

Face to face

RAMON THOMAS

While sex education may have removed some of the worst, most gross areas of ignorance concerning the purely physical aspects of the subject it has done little to improve true personal relationships – the face-to-face encounters between human beings.

There is hardly any need to catalogue our failures in this area; they range from the poverty of imagination exhibited by Arthur Scargill and Ian MacGregor to the perennial slanging matches between husband and wife. The soaring divorce rate, while it may be seen by some to have a few promising aspects – individual growth for example – must indicate a fundamental failure to cope with the complexities of human relationships.

Since the quality of life is so dependent upon these relationships it is time to embrace these complex issues with the same classroom rigour that we must be seen as sensible if not vital to include this aspect of life in the curriculum. "But we are learning about this all the time," objected a bright fourth-year lad. And he was right – in his case. He was living, almost minute by minute, alongside his raging development as a person. Many do not learn.

What do we mean by personal relationship? In brief the flux and sway of relationships, awareness of self and others, difficulties and possibilities of communication, the twin serpents jealousy and envy, the power of negotiation and compromise, and a hundred other elements which so profoundly affect our lives.

The question is not whether these things should be taught but how they should be taught. The nature of the content may best lend itself to small groups where simulation, role-play, discussion and similar activities are perhaps the most appropriate methods.

These methods are often most effective with smaller groups – a teaching situation which makes particular demands on both teacher and taught. Certainly, our current preoccupation with class size is justified. Pupils may lose the safety of their relative anonymity, the teacher needs to be mature enough and sensitive enough to be aware of the demands the situation is making on the pupils and his teaching skills must be comprehensive.

It is in these smaller groups that some of the difficulties of legitimation are highlighted: parents may question the apparent probing of personal matters; there is a particular danger of attempting group procedures which would seriously damage the claims of this aspect of social education as a legitimate educative process; there is the possibility of playing games without proper preparation or follow-up.

If we accept that personal relationships are at the core of our lives then the process of education should take this into account; it is a dimension too important to be left to chance. Provided we are aware of the pitfalls outlined above we may make a major contribution to personal fulfilment by promoting the development of language for translating ourselves to ourselves.

Ramon Thomas is head of English at Chilton Cantelo Agricultural College, Yeovil, Somerset.

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TALKBACK

Defence of democracy

35 COUNTESTHORPE TEACHERS REPLY TO VIRGINIA MAKINS' ANALYSIS OF THE CRISIS AT THEIR COLLEGE

We are writing in response to your article about Countesthorpe College headlined "The pioneer that began to lose its way" (*TES*, February 15).

The article gives the impression that the major problem facing the school is that the democratic structure which we previously enjoyed, and which has been enthusiastically described by Virginia Makins in previous articles, is now holding the college back and has made it unsuccessful in the 1980s.

This is a perspective which we completely reject. The idea that democracy cannot function in a period of decline but only in a period of growth is merely a tool for those who would seek to destroy it. The complexities of the issues have been over-simplified and we feel you have done a disservice to comprehensive education in publishing such a one-sided view.

There is no doubt that the 1980s have created a very unfavourable climate for what we are trying to do here. The 1980 Education Act, increasing loss of control over examination syllabi, staffing cuts and the anti-progressive climate of opinion have all made things difficult. But these external pressures have been mediated and exacerbated by management policies pursued inside the college.

Staff have worked hard trying to retain the distinctive and important features of the school's philosophy and practice. We feel the school could survive, move forward, develop and prosper even in the face of external pressures.

After all, we have done so before in very adverse circumstances. Our students are with us, and so are the vast majority of our parents.

However, there is now one crucial difference. A small minority of the staff including the principal no longer support the vital feature of the school's organization – its democracy. They have failed to understand the relationship which exists between learning for the students and organization in the school.

As recently as October 1984 the school position on this was reaffirmed, with one vote against, at a large moot:

"The link between methods of organization and an open progressive approach to education is central to the Countesthorpe system. The concept of democracy defines learning relationships in the college. Genuine education cannot be forced. The organization of the college is designed to enhance, to encourage, and to be integrated with this curriculum purpose. We do not accept that privilege and power should be dependent on a hierarchy based on spurious measures of knowledge. Equally, we cannot accept the development of hierarchies amongst the teachers".

We want to improve our practice, we are not uncritical of ourselves, but at present we are unable to concentrate on the educational issues which should be faced. There is no way that our form of management can work efficiently without the support and encouragement of the school executive. That support and encouragement has been denied. Involvement in the democratic organization of the school has been a low priority for the principal.

There is no doubt that many of his concerns – for example examination results in science – are shared by the staff but an effective solution to school problems has been held up by the principal's unwillingness to join the staff forums. Many teachers have become dismayed and demoralized by an apparent lack of concern for some of the problems which need urgent attention.

The threat to the school does not come from the failure of the system to adapt (we positively want to develop to face fresh challenges) but rather from a failure to understand and empathize with the very basis on which Countesthorpe has made its distinctive contribution to education.

There is now a serious danger that we could end up with a hierarchical management structure which is the same as any other secondary school in the country with all the problems and "widely acknowledged difficulties and failures of secondary schools" mentioned by Virginia Makins in her article about Countesthorpe in the *TES* in 1975.

We are not prepared to allow democracy in learning and organization to be blamed for the possible demise of "the Countesthorpe experience". We believe the principal should be working with us, not against us, and we wish him. And that is what we wish to achieve.

The distinctive theories and practices as developed at Countesthorpe over the past 15 years – negotiated curricula, student autonomy experiential learning, the synthesis of the pastoral and the academic – are now commonplace in the terminology of recent Government-backed initiatives like TVEI and CPVE (although their meanings have been transformed).

And our particular contributions to educational practice are often cited at conferences as an important way forward in the 1980s.

We have much still to contribute and this we wish to do. A critical, progressive, open-ended, comprehensive education cannot equate with fine management. To seek crude administrative solutions to the complex question of genuine comprehensive education for the 1980s is facile. To set a confrontation with the whole of Countesthorpe's staff is sterile and counterproductive.

The pioneer has not lost its way. A few individuals have. Their problem is of trying to run a system from the top in the same time as it is being restructured nationally by an anti-comprehensive government. The problem is of their incorporation into this restructuring, their belief that the issues are purely technical, and their unwillingness to challenge backward centralizing and selective policies.

Virginia Makins dutifully presents the issues as simply technical. They are not. They are complex and profound and about a future for comprehensive education. As her article said, Countesthorpe is a very fine school. We cannot let it decline. We urge like-minded teaching staffs to give us their support.

NEWS

Virginia Makins reports on the internal strife and external pressures that are forcing an innovative comprehensive to change its course.

The pioneer that began to lose its way

Built by local Countesthorpe, in other increased pupils

The principal of Countesthorpe College, Leicestershire's best-known "progressive" secondary school, has suspended its democratic system of management.

Chris Evans believes the system is "participatory democracy", where staff, and sometimes students and all, could take part in the school's decision, has proved incapable of making necessary decisions about curriculum and resources.

Countesthorpe, 9-14 to 18 upper school, opened in 1970 with the ambition of combining "the social process of learning within a school". In its first 8-14 years it evolved new frameworks for management and teaching.

All management decisions which normally fell to the head and senior staff were taken by meeting committees in which all staff took part.

On the curriculum side, Countesthorpe evolved a system of core teaching, or "mainschools", which contained the work of students on a negotiated and individual basis. Teaching was not based on the "open" and some independent specialist departments, and increasingly, specialist teachers (as subjects like RE and science came back into the timetable).

The idea was that students should work with teachers with whom they were very well, and could organize a much more coherent programme and more support than could be achieved by a system based on school departments.

The school survived a great deal of internal opposition and some personality in its early years, and gained its reputation as a successful "progressive" school. That year it won one of the winners of the School Curriculum Award.

But by September 1983 the principal felt some teachers felt the style of management had to be changed. The early 1980s needed to change to meet the new pressures of the times.

With falling rolls beginning to affect the staff, the pressure on the school is increasing. It does not help that the school is seen by the public eye: the original building can be blown up two convictions, Countesthorpe teachers are outstanding. But since parents came to the level of parents' policy decisions, rhetoric and endless talk about processes take over from hard curriculum questions.

Teachers say that the rhetoric – or slogging – can get rather unpleasant at times, with some groups of staff branding people who propose compromise as "management behave".

After a series of "moots" – the policy-making forum of the school – early this year, a new management structure was voted in. There would be an "open forum", for general discussion of issues, but also a "liaison committee", with members nominated by teams and subject areas, to bring more continuity and accountability into the management of the school.

The first meeting of this committee – but three of the seven teams refused to nominate a permanent representative to the new committee, saying they wanted to continue to operate through

area on principals and schools."

With all the turmoil, Countesthorpe is still interesting and developing. The school decided to go for a Technical and Vocational Education Initiative course, and it is going ahead with students' negotiated programmes in interesting ways. A new integrated science 16-plus is being developed, and a new art course for the school and community has opened.

But under a new structure can be found to circumvent all the rhetoric and plans for small progress, the school's supporters in Leicestershire fear that its opponents in both the Conservative and Labour parties will finally get their way and find the school into a traditional mould.

"It's the distance for Countesthorpe", said an experienced Leicestershire teacher. "Once Chris Evans is backed up to the school can raise its standards in an unprovoking manner. It will be the end of the experiment."

What very

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FEATURES

A byte at the big tyme

Susan Thomas talks to a former classics master who now heads a computer software empire

Phil Bowe's office is, as befits the chairman of the country's fastest growing software distributor, a pretty stylish affair. There is a lot of black and chrome about and, halfway up one wall, an enigmatic black box with flashing lights – perhaps the monitor system for some international computer network or an electronic finger on the pulse beat of the company's £2.5 millions?

"You have just failed the first part of the aptitude test," he said gleefully. "It is a binary decimal clock." Most people do, he added kindly but he had been impressed by the guy who walked in, glanced at it and immediately pronounced it fast, never having seen one before.

He has a healthy regard for intellect does Mr Bowe. He also has a Ferrari, a background in classics, a smart new office block and a minder – the only ex-teacher I ever met who needed one. Though even now I am not sure whether the minder, a charmingly attentive PRO, was there to embellish the highly successful, hi-tech corporate image or to prevent him being wildly indiscreet.

For, as he explains, self-deprecatingly, inside that round, much hunted Lancastrian skull and Pooh Bear profile, lurks an overgrown schoolboy, full of brash confidence and thriving on challenge, intellectual rough and tumble and the odd bit of play acting.

Alas, there were no indiscretions, only awe inspiring insights into the life of a 45-year-old computer whizz kid and a neatly potted biography: born Liverpool 1940 ("not exactly poor but definitely humble beginnings"), educated by the Jesuit fathers, read classics and PPE at Oxford ("a marvellous, phenomenally exciting shook to the system"), a stint of teaching ("though I've never really stopped"), and a quick trot through the world's major computer users – NCR, IBM, GEC, Singer Business Machines – two years here, three there, accumulating experience and contacts in training, management and selling, until by 1980 he was ready to set up on his own.

And through it all ran the twin threads of good luck and good friends, both cherished and both there whenever he needed them.

"It was good luck that I went to the Jesuits. I had to go to school and there they were – superb teachers almost to a man – strict, scholarly, always encouraging independent thought. That brainwashing tag is a myth. I cannot think of a better environment for a young man."

After that, Oxford was a heady experience. "It was so exciting, so stimulating . . . meeting people from a sector of society I never even knew existed . . . people with the sort of money and tastes I could never have imagined . . . I enjoyed it almost too much and alternated between starvation and debt.

"When it was over I thought about going into television like a lot of my contemporaries – Esther Rantzen, Melvyn Bragg. And even now I sometimes think I should have joined them, but on the production side."

Instead, prompted by a friend, he drifted into teaching – almost by accident. He didn't enjoy it: the first job was at a Jesuit boarding school in the wilds of Lancashire, an "idyllic place for any young couple, and the people, as locals will be aware, are grammars founded on hay and prospects of income precisely the inverse of the towns."

Not a believer in looking back, he actually does it rather well, revealing a nice sense of drama, lots of detail and a constant search for stimulus and fresh fields to conquer. His four years as chairman of Tamays is the longest spell in any post.

Resting back, eyes on the middle distance, he recalls the teaching days. Pyke and the mailing of 42 [illegible] "I never, never, never [illegible] At 15 he was playing rugby, and the head [illegible] so you know how big he is. So I said to him, 'Pyke, you've got to do your homework, you've got to do this, you've got to do that, or I'll stop your rugby.' And Pyke looked down at me and said, 'Please yourself, Bowe.' I was absolutely flabbergasted. I thought, 'Christ, I've got to do something about this.' So I went over to Pyke's desk, and I said very softly, 'Pyke, I'm going to kill you.' And I leaned over like a rattlesnake and I said, 'I told him I was a Judo Black Belt, that under normal circumstances, as his teacher, I couldn't touch him but that in the present situation, if he so much as moved a muscle, I would consider it an act of aggression and defend myself, probably breaking his arm in the process. And then, I added, I would really like him to try.

"The class was absolutely quiet, you could have heard a pin drop. Pyke was on his own and he knew it. He backed down." From then on 5Z ate out of his hand and at the end of the year Pyke took him out for a drink.

All good knockabout stuff and a scene, doubtless replayed, only with more finesse, in countless business deals since. "But every good teacher's an actor. You have to keep them entertained and interested. There is a lot of stagecraft involved."

He still loves teaching, especially classics, and though money was short (hence the need to moonlight as a croupier at the local gaming club), it was not a major issue. It was the system that drove him out.

At the end of the year he was offered the retiring head of department's job but not the money. "I couldn't believe that I could take on extra work, extra responsibilities, obtain first class results and yet not be paid the rate for the job." If this is teaching, he said to himself, they can keep it.

"At which point Lady Luck stepped in. I went to a christening, met the friend who got me the job at Stonyhurst, found he'd moved into computing and was recommending me for a job in training with NCR."

It was a baptism of fire. "I was supposed to do the month's training course twice, once to learn it and once to find out how to teach it. But the instructor was in a car crash and I had to take over. I'll never forget the physical and emotional state of exhaustion I was in at the end of it."

Both work and colleagues were equally stimulating however, and the money an unlooked for bonus. Within eight weeks of leaving he doubled his teaching salary. There were three pay rises that year and the second took him off the Burnham scale for assistant teachers.

"At which point, aged 27, I thought I had better start planning my career," he said, with the air of one who has been unforgivably remiss. "I realized that if I wanted a career in computing, then experience with IBM was vital. So I wrote to them, suggesting that it might be in both our interests to talk."

'I couldn't believe I could take on extra work, extra responsibilities, obtain first class results and yet not be paid the rate for the job'

Once again his luck was in. IBM was setting up an information service and before he knew it Phil was out of training and into technical support.

"Now that, really, was something. It meant learning Assembler, a sort of machine code – it's like solving a multi-dimensional crossword puzzle. And it was a unique learning environment on call 24 hours a day, often called out at 2am. That taught me a hell of a lot. It was the greatest possible incentive to solve a problem in the shortest possible time."

Reluctant to stand still, he switched to training with IBM, thence to the city and on to management with GEC "... and the brightest, zanniest team of guys I ever worked with". Then came a serious miscalculation and one which could have meant the end of the big time.

"I decided we would get into Europe before the year 2000, and the only way I'd get European experience would be by joining the sales team of Polish and was on the point of transferring to Beirut when the bullets started flying and the job fell apart.

"But if you have to be made redundant, Poland is the best country in the world to do it. The compensation was enough to set up on my own." A first business failed but Tamays – a successful joint venture with his next door neighbour was launched in 1980. Their combined backgrounds in mainframe and minicomputers convinced them that the day of the business micro was at hand. And it was.

In four years the company has grown from four to 42 staff, gained "white" status (eligible to supply government departments and local authorities) and bagged a substantial proportion of the blue chip companies' business. This year saw their first European subsidiary and a trouble-shooter service for software users.

Talking of users, how did he feel about computers in school? "Ambivalent. I am sure that we gain nothing by teaching children to play Pacman and Star Wars games but I am equally certain that the future lies with the computer literate and not the illiterate. That's why I am concerned to see so many computers treating them as a joke instead of using them as tools to make their own teaching more effective. There is obviously no reason for anyone from an arts background to be worried about computers."

As for what remains for a high flying achiever, he'd like to see the company firmly established, he says, "and providing a secure and stimulating working environment for a number of people. I am very conscious that on the other side of that door are people with families, mortgages, responsibilities who depend on this firm and that we are in a very competitive market place.

"I'd like to see the changes in the industry, big companies taking over more of the market and producing their own software and very little chance for the little men, the teenage whizzkids, to set up on their own."

But if Lady Luck stays with him, he says, he hopes to win enough space and freedom to indulge in less commercial and more academic pursuits – "To write some historical non-fiction and teach again – my beloved classics.

"A bit of research, a spot of writing and teaching," it all sounds too relaxed to me. Not enough gut, thrust and challenge to maintain the stimulus of the last two decades.

But all through the interview words like acting, drama, production, kept creeping into the conversation and it ended with a hair raising account of Phil Bowe in the title role in the local amateur dramatic society's production of *Dark Lucy*. "He's a psychiatric patient who escapes from hospital, slits his granny's throat with a pair of scissors and then impersonates her for 25 years. In the last scene, I relive the murder, cutting my own throat and dying on stage in the final seconds. The atmosphere in the theatre was electric," he said with satisfaction. And so it was in the chairman's office.

Maybe we should be watching the television credits for the next Bowe endeavour.

Computers in education: Extra on pages 37–60.

The series devoted to former teachers: next week, the man who has sold 82 million textbooks Ronald Ridout.

FEATURES

Hearts and minds

CUTCOMBE

Julia Hagedorn visits a village school run by a former advertising executive

Sarah Worster arrived to take up her first headship at the tiny village school in Somerset's Wheddon Cross in January 1982. The winter blizzards arrived at the same moment and, since Cutcombe VA first school is the highest village school in Somerset at over 1,000ft, it was soon cut off.

Sarah, who was living in the school house then, was not defeated and managed to open the school alone for the start of her first term. Parents cut a way through the snow for children in the village—and it was business as usual, at least for some of the pupils.

Sarah, being the kind of person who thrives on a challenge, soon had the children making igloos in the playground. But, not surprisingly, when she shows a visitor round the school, she points to the boiler house and says: "This is what being a village head is all about. I spend one per cent of my time here."

Cutcombe has 29 children at the moment. There is one other teacher, Maxine Stanley, who takes 17 four to seven-year-olds at one end of the large divided school room and, at the other end, Sarah has 12 seven-to-nines.

Both geographically and in every other way, it is a very long way from the world which Susan used to inhabit when she was the first London woman account executive with J Walter Thompson, the advertising agency. But the creative and organizational ability she demonstrated in those days in London is very much an intrinsic part of her teaching life now.

Critics of small schools base much of their argument on the impossibility of one or two teachers covering the curriculum satisfactorily. I looked hard for areas where the Cutcombe children were missing out but did not find any.

Sarah plans a theme for each term, making sure that it relates to history, science, geography, art. Maths and some English is taught outside the theme work. Every child's work is also meticulously planned and recorded each day; sometimes it is dictated by her, sometimes by them. She prefers to see the children organizing their own time because, she says, that is part of learning to work.

At the end of the day, the children gather round to check with her exactly what they have got through—and what they need to finish off the next day.

Music is an important part of the day—although in Somerset instrumental lessons now have to be paid for. Classical music is played at morning assembly because, Sarah feels, it takes time to appreciate good music and the children need to hear a little each day. The school also has an impressive range of instruments and, on the day of my visit, breaktime was spent with an impromptu orchestra tuning up in the computer room. The children also listen to music when painting. In the school's entrance lobby there were some delightful seascapes with descriptions such as "I imagined that the sea was calm and the sun was stretched across the sky".

Photographs by Martin Keene/Topham News

Sarah Worster believes in the integration of arts and sciences

The children also draw from life, sometimes then modelling the object afterwards. Sarah's attitude to 3D work is an example of how she ensures that the children do not miss out on anything. She felt abt 3D was important, as part of craft, design and technology, in understanding how things work, but recognized that she did not have much expertise in it. So she went on a course, although that meant giving up the day she has off once a week for administrative and office work.

Sarah has also persuaded a young sculptor who lives in the village to come into the school to work on a piece of Portland stone. He is watched closely by the children to see what will emerge. Jonathon, aged 8, said on seeing the piece of stone: "You feel what it might come out like in your heart and in your head. It's like a caterpillar coming out of its chrysalis."

Behind all the planning and all the ideas, two factors emerge which are decisive influences in the style of the school. First, and foremost, Sarah is a scientist. "That's the way I think. But so much of science is learning attitudes and ways of approaching problems and that goes into every area of the curriculum. It's a willingness [for children] to question their own assumptions, to examine their own and other people's work critically, to develop the idea of a fair test. To recognize that a change can be brought about through more than one cause."

She sees science more as an approach to understanding the world than as a body of knowledge. And she believes that you get the best inspiration when integrating the arts and sciences into one whole: thinking both creatively and scientifically.

The other important element in the school day comes from the fact that Sarah is a committed Quaker. Morning assembly includes prayers, and grace is said before lunch. The children are taught to be tolerant and kind to each other: the slower ones are praised enthusiastically by the others when showing a piece of finished work. Sarah says: "If you start with love — of the parents and of the children — you can't go wrong." And of the Quaker philosophy: "It is important to use the talents you have to the best of your ability but it is wrong to want power and status."

Was this then why she had left the heady world of expense lunches and intercontinental flights? But Sarah sidesteped the question and answered it in another way: "All my family went into teaching – my mother taught for 30 years. I went into advertising to escape, but I always wanted to teach underneath."

Nevertheless, the drive that she must have shown in her interviews with J Walter Thompson after leaving Oxford University in 1965, now leads her to be constantly on the go. During her teaching career, she has picked up two distinctions in Open University courses, an MPhil from Exeter, and now does in-service lecturing work for her own county, runs sessions in Devon, is on the local NAPE committee, has been part of the DES-funded courses for heads and deputies, and is on the primary headteachers working party in Somerset.

She also finds time somewhere to keep up with current research: "I love everything I do. Even reading books on education. They are life blood to me. And I even love learned papers; it's like opening Christmas parcels to receive them. But one needs activities outside the village and the school to see yourself in context. There is so much going on in education at the moment, and if you plug into it you can get so many new ideas.

So far it sounds as if Sarah runs the school single-handedly. But she would be the first to correct that impression. She says it is really run by Sybil Williams, clerical assistant, dinner lady, chairman of the parish council, and governor of another school. It is she who has her finger on the pulse of the village.

And Sarah holds "brain-storming sessions" with Maxine Stanley which, she says, help to keep an evaluative climate in the school even if there are only the two of them. "We both influence each other and we agree about not blaming the children for their problems. We try and see them as our problems."

She is also very aware that much of what she can achieve is due to the fact that there are so few children in her class. This, she says, gives her the time with each child to see where they are and how they respond best and balance that response with how she moves that particular child along the path that she has in her mind of the curriculum.

With children of so many abilities, she has to make sure that each one progresses. "Being stuck at maths, for example, can be a learning point. It is a challenge to be seen in a positive light. But you can't keep up that individual attention if you have 35 children in your class. It's totally draining."

With so many ideas flying around in her own head, Sarah communicates much of this excitement to the children. Though she admits that if she is not careful the children can all go off in different directions like fireworks.

Indeed, I witnessed some of their impetuosity on the day of my visit but I also saw Sarah bringing them back to the business in hand – by this time determining the variables in rubber band, jam jar box when measuring length of reverberation or changing the pitch of a note.

All in all, does she ever get nostalgic about her former career? Sarah says simply: "So often school is amazingly fulfilling, peaceful and exciting all at once." She has recently moved back into the village to be even closer to the school's parents and pupils because "I didn't like the feeling of being in two places at once."

Home news

Some schools give parents a regular opportunity to read all about it

ON the face of it, the newsletter printed every Monday by Haggerston Girls' School in East London is just another piece of paper which pupils might be expected to moan about taking home or leave in some forgotten corner of their satchel.

But mostly, they don't moan or forget – and the *Haggerston Recorder* has gone a long way towards helping foster stronger links between home and school.

Last year the Hargreaves Committee, set up by the Inner London Education Authority to look into secondary education, called for more parental involvement. Haggerston's headmistress, Mary Metcalf, was a member and believes that much relies on good communications.

The newsletter was suggested by her deputy head, Rowie Shaw, two years ago. Now she says: "Parents come to expect the newsletter. The whole secret of its success is its regularity. If they don't get it one week, they ask their child what has happened to it."

The East End is a notoriously difficult area from which to draw parents into school. The 940 or so pupils at Haggerston come from Hackney council estates and many different cultural backgrounds; 27 languages are represented in the school.

Rowie Shaw had already found a regular newsletter worked well at her previous school, Holland Park – and she tackled her new editorship with equal enthusiasm, spreading her net for a wide range of contributions.

"At first I spent a lot of time saying that I wanted contributions from pupils, parents and staff, and getting them in. But once something gets going, it achieves its own impetus." Now Mrs Shaw has a bulging file of items with which to fill the two sides of the newsletter. They include an increasing contribution from parents, such as information about church-based holiday activities, to an advertisement seeking good homes for a litter of kittens.

"Items include everything from notices about functions and events, not only in school but also in the immediate area, to the achievements of past and present pupils. There is information from the Parent-Teachers' Association, dates of holidays, a calendar of events for parents, notices about adult evening classes, fund-raising activities, requests for contributions to the Christmas fête or harvest festival. To cater for the multi-ethnic nature of the school, important notices are translated into Bengali – which Mrs Shaw is learning – Gujarati, Turkish and sometimes Spanish and even Cantonese.

On Wednesday and Thursday evenings, Mrs Shaw gathers all the information together – often more than a dozen items – and types them ready for printing alongside illustrations to give a lively lay-out. The Media Resources Department then prints 1,000 copies using offset litho.

In all, it costs around £6 to £7 to produce each week and around one-and-a-half hours of her time, and although back-up notices are sent home for important school functions such as parents' evenings, the *Recorder* has reduced letters home, by half.

"It is certainly a cheaper way of communicating than a plethora of notices which need typing, sorting and distributing," says Mrs Shaw. She is confident that the newsletter reaches most parents most of the time: "You can measure its success by how few one finds littered on the classroom floor or dropped outside school," she says.

Diane Latham, whose 11-year-old daughter, Lola, started at Haggerston in September, remembers that the parents of the whole first-year intake were told about the *Recorder* when they first took their children into school. "I thought it was a nice friendly approach. I hadn't expected a school of this size to show so much interest in the parents."

"For the children, being mentioned in the *Recorder* is like getting your name in the [illegible] reading it that week – and then they keep reading it."

Another parent, Elizabuth Jarvis, who has a 16-year-old daughter, Yvette, says: "I think the *Recorder* is very important to the school. We get better turn out at fêtes and other events and I believe it does good for us all, gives us more interest in the school."

At Holland Park School, where Rowie Shaw ran a weekly newsletter for three years, parents are now producing their own fortnightly bulletin. Their involvement started when the Parents' association began contributing their own section to the existing bulletin. It quickly expanded into a whole supplement and during last year's industrial action, the parents kept it going. At the beginning of the autumn term they agreed to produce a fortnightly newsletter themselves.

The newsletter, orientated mainly towards parents, now alternates with a bulletin produced by the pupils.

Christopher Penfold, who has two daughters at the school, is the editor of the parents' newsletter and he draws on a pool of some 20 contributors.

Another school with a long-standing weekly newsletter which earned a mention in the Hargreaves Report is Bishop Thomas Grant, Streatham.

Geoffrey Heywood, the deputy head, who has been responsible for the newsletter for five of its fifteen years, says: "It is quite difficult to get parents involved. There is a keen enthusiastic core who come to school and there are those whose children are probably doing reasonably well, who don't see any need. So any information you can pass back to parents, letting them see the school is concerned to keep them informed, is good.

"If we stopped our newsletter, parents would want to know why and feel affronted. It's a bit like writing to someone for years and then suddenly stopping your letters. They would never forget you."

Sara Parkin

FEATURES

The second time around

The size and complexity of secondary schools may make good parent teacher relationships more difficult than in primary schools but they are no less important, Jean Lawrence and Marion Perry argue.

Most of what has been written about parental involvement in schools has been concerned with primary schools; only rarely – except in relation to community schools and pastoral care – is the need for close parental collaboration at the secondary stage elaborated. Yet the secondary child is just as likely to lose out for lack of it.

A small number of secondary parents work away at the links, but some are frightened off by unfortunate experiences with a previous primary school, by the secondary school itself, or by their own, personal secondary school experiences.

There are several fairly obvious similarities between parental involvement at primary and secondary levels. There is, for example, the need for parents to have information about the school. There is also the need for the school to help parents to add to their knowledge of child and adolescent development.

Recent research into the teaching of reading and the Portage schemes in which parents are taught to help their handicapped children acquire basic skills shows that parents can also teach children. Furthermore, at both levels there is a need for sympathy between teacher and parent, and a willingness to negotiate.

Both parties need a good attitude towards each other. Schools must honour the emotional bond between parent and child and the parent must honour the teacher's professionalism. Both need patience and restraint, and a readiness for a sensible, knowledgeable and willing exchange of views, in potential conflicts.

There are, however, important ways in which parental involvement at secondary level differs from that at primary. The size and complexity of secondary schools can be confusing to parents.

The pastoral system may mean that the person they have to see about their child seems neither to teach him or her nor to be the headteacher. The differences between form, class and tutor group staff and understanding the importance of a head of year or head of house is a labyrinth; often the subject teacher they actually want to meet seems to be protected from parents. How do parents comprehend the complicated timetable commitments for the year of house head and know if they are the right person to contact about showers after PE, the lack of maths homework or a lost library book?

Primary parents can call in and expect to see a teacher. Secondary parents may have to make a long journey or telephone call only to be told by an overpressed member of the office staff that the person they need is teaching. For many parents, having to write a letter requesting an interview can be an even greater stumbling block and mean delay, allowing a comparatively small concern to become a much larger matter. Which teacher will have a telephone extension? What time do they go home? Are there meetings after school every day?

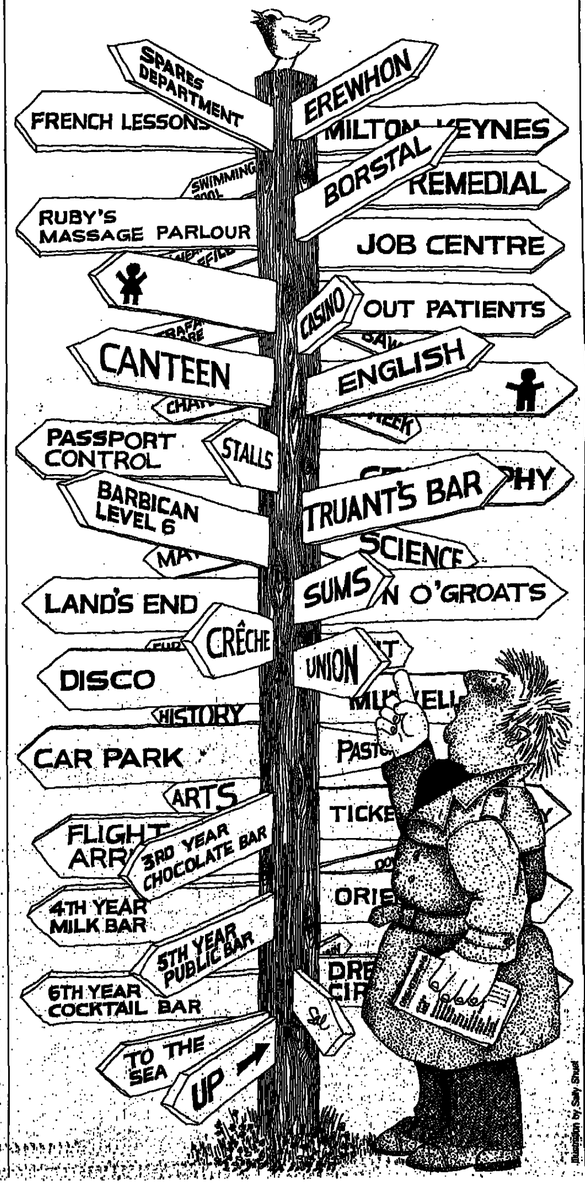
The structure of the secondary school needs to be carefully explained to the parents with reminders at regular intervals. The school can appear to have an excellent pastoral system for the staff and pupils but it may be a real hazard to parents and can seem like a way of keeping parents out of the school. The loss of the casual, informal contact with the class teacher in the primary school needs to be compensated for by a welcoming and comprehensible system in the new and larger school.

'How do parents know the right person to contact about showers after PE, the lack of maths homework or a lost library book?'

Examinations, careers and delinquent behaviour assume greater prominence in parent-teacher contacts at secondary level. But, clearly, secondary schools have to take account of the greater independence of the almost-adult pupil. This does not necessarily mean that parents are any less anxious about their offspring at this stage, for while the parent of the young child commonly fears that early trends must be reversed, less they later be accentuated, the parent of the adolescent is worried because the stakes are already high.

However, a critical, symbolic difference between the two sectors is that the primary parent usually arrives daily at the school with the child. Contact in the secondary school the parent has to be done than has been done, this may rapidly be interpreted as an accusation of negligence. Parents, on the other hand, are anxious because they have had to enter an unfamiliar zone to lodge their complaint, or what is interpreted as a complaint.

These anxieties express themselves as fight or flight, in both teacher and parent. The teacher may fight, get angry, snap, write curt letters, or flee by doing nothing about what the parent is asking for or by not communicating. The parent may fight, get abusive, occasionally attack physically, or write angrily or over-hastily to other higher authorities. Or he or she may become self-effacing, not argue effectively, submit to whatever is done while not agreeing with it, or finding it insufficient.



The teachers' fight-flight tendencies are exacerbated by fear of officialdom, and the parents' by the fact that they dote on the child and/or have fears of being inadequate parents.

This being so, the issue of what it is reasonable or unreasonable for a parent to ask a school to do becomes immensely important. If the request is reasonable, then the fight-flight positions may not be taken up, and the negotiations may be easy and fruitful.

We suggest that schools should accept that the following parental requests and expectations are reasonable:

1 To ask for information which is available to all parents; it is unreasonable to ask for information which in that l.e.a. is confidential.

2 To ask to speak to a teacher, provided the parent is prepared to control his/her hostility. Where a parent is overtly hostile to the teacher, the head will wish to protect the latter, and may restrict direct access to the teacher or at least ask that the interview be conducted in the presence of him/herself or another teacher.

3 To ask for discussion of a change of class or lesson for the child which is available within the existing grouping arrangements, and to be supplied with the reasons for the decisions which are reached.

'Teachers feel threatened and under attack . . . parents are anxious because they have to enter an unfamiliar zone to lodge their complaint'

4 To expect that in general full reasons should be given for any steps taken or not taken, so that a written reply will be a long one, rather than a short, curt one, and will be couched in appropriate language.

5 To expect patience and good humour in staff dealing with their case. It is fair and reasonable to expect that teachers will be more in command of themselves and the situation than the parent.

6 To expect generosity in the timing of the interview. The school should be prepared to see the parent early in the morning, or, if necessary, in the evening if a working parent is to be present.

7 To expect that wherever feasible any necessary enquiries will have been made of staff before the interview. On this point, it is obviously helpful if parents make clear the reasons for the interview, so that such preparations can be made.

8 To expect that the child will have a share in the discussion, without pressure being put on him/her, especially if he/she is present for the whole interview.

9 To expect that access will be offerred to out-of-school as well as to in-school facilities (education welfare, remedial and medical facilities, and support groups).

10 To expect promptness in all dealings. If something is to happen, it should happen fast, without parents needing to remind the school of its promise. A time should be specified within which action can be expected to take place.

11 To expect that there will be no threats or blackmail, that parents' self-esteem will be left intact, that parents will not be made to look foolish but that their contribution will be respected. It is reasonable for the teacher to expect the same attitude on the part of the parent.

12 To expect that information will be given about syllabuses and examination criteria, as well as the information about curriculum which is parents' by right.

13 To expect that the school will make every effort to communicate with them effectively, sometimes by post rather than by pupil-delivery.

14 To expect that the school will give early warning of impending pupil problems.

It is impossible to specify the best length of an interview: parents should be welcome for both the protracted interview on complex matters and the short "information" interview of the "What should I do about her varucca?" type.

It goes almost without saying that schools can reasonably expect many of the above "virtues" from their parents.

Dr Lawrence is principal lecturer in education at Goldsmiths' College, University of London and author of How to help your child succeed at school (Open Books, 1984) and Marion Perry is deputy headmistress at Mayfield School, London.

REVIEW

Contemporary Chinese Education. Edited by Ruth Heyhoe. Croom Helm 17.95. 0 7099 1278 1.

The hearts of British teachers should go out to their Chinese colleagues. If education is a touchy subject and a political battle-ground here – cuts vs expansion, the basics vs the latest, private vs state – at least schools tend to stay open during the struggles, teachers are not frog-marched about by radical students, and do not expect to be charged as counter-revolutionaries and killed.

Over-priced and meanly produced, except for the handsome cover, this collection of chapters by specialists on Chinese education performs three tasks very well: it tells us about the stages in Chinese education since the Communist triumph in 1949; it shows how much even the self-styled egalitarian Maoists owed to the Confucian past (education must serve the state; and students should not think for themselves), and it punctures once and for all the hot-air-filled myth that Chinese educational experiments, especially during the Cultural Revolution, are a model for classless education everywhere, or anywhere, else.

During the late Sixties and early Seventies, discontented Western academics imagined that China had discovered the solution to many of our problems of elitism, streaming, and sexism. Chinese education, many believed, was a bracing mixture of the academic and the practical, simultaneously informing while "serving the people".

When I came back to my university in America after a trip to China during the Cultural Revolution, I abandoned giving examinations because I had been persuaded by my Chinese counterparts, inspired by Mao, that exams were an "ambush" of helpless students. Subsequently I discovered that the schools and universities I had visited had been "potemkined" for foreigners like me, and that both students and teachers had been in a high state of anxiety, fear, confusion, and resentment. Equality, certainly, was not a part of the educational scene, despite the grandiose claims made to foreigners.

Classrooms during the Cultural Revolution are the sort of topic included in *Contemporary Chinese Education*, which covers 30 years of primary, secondary, higher and adult education and the Chinese-Western scholarly exchange. Those who want plenty of charts and tables, and numbers to crunch, can find them here, drawn mostly from Chinese sources and frequently very revealing of sexism, classism, and regionalism. The chapters themselves are accessible to anyone interested in education, China, or the interaction between politics and learning.

By the early summer of 1966, most of China's secondary schools were closed down, not to reopen for two years. Universities remained shut until 1971 or 1972, and many institutes simply stayed closed until 1977 or later.

Before 1966, much influenced by the Soviet Union, but reflecting still the Confucian concentration on book learning or memorization, the system concentrated on discovering academically superior pupils and funnelling them up through increasingly restricted channels. In her chapter on secondary education, Billie L C Lo shows that very few – as is still true – made it as far as upper-secondary school, and although some emphasis was placed on class background and sterling political views, the greatest weight for selection for the next stage was placed on schoolroom and examination prowess.

After 1966 the Red Guards and their patrons objected that such a system had discriminated in favour of the children of officials and intellectuals. These favoured few were given an additional boost upwards by going to well-funded "key-point" schools, which primed their students for entrance to the best universities and institutes, the only gateway – and again this is true today – to a bit of power and lots of prestige. The avowed objective of the Cultural Revolutionary educational system was to erase the distance between prestigious and ordinary schools, and between students.

Entrance examinations vanished and university students were selected from mature "workers, peasants, and soldiers" in their early twenties with correct political attitudes. As this book shows, however, many of these worker-peasant-soldier students were in fact the children of the traditionally favoured officials and intellectuals, who had been packed off to factory, field and regiment to escape the Red Guards and were still proceeding to university but from different launching pads.

Since 1976, when Mao died and the Gang of Four were arrested, the trends and values of the Cultural Revolution have been extinguished, and a return made to the system as it was before 1966, so that today it is even more examination-oriented than 20 years ago. Academic merit is once again the gauge of student quality, key schools and universities are more sought after then ever, and peasants frequently take their children out of primary school, never to return, because there is little hope of clambering up the ladder of success and thus out of the paddy for those educated in the countryside. The 1982 census, which revealed that more than 25 per cent of the population cannot read (and what constitutes "literacy" in China is minimal) showed that backward areas educate badly. It is little wonder that peasants periodically vandalize local schools and make off with their fittings.

In the book's outstanding chapter, on upper-level education, Jürgen Henze makes a central point: "the history of higher education in the Peoples Republic has been largely determined by dissent between political elites favouring 'quality' . . . and those more in favour of . . . 'equality'". He concludes that during the Cultural Revolution, despite the myth, "no substantial change regarding the enrolment of students took place," and supports this claim with convincing tables of student distribution.

But even those students who were admitted to upper secondary schools and universities saw before long that they had been educationally short-changed. Their politics-ridden syllabuses contained little of value in a society which still valued learning. Even while the Gang of Four still reigned they were slipping intellectuals and technologists back into their old positions, because only the experts knew how to make things work. Millions of alumni from those Cultural Revolution years know that academically they are a lost generation; indeed, that is what everyone calls them. Very few university-trained Chinese from the early Seventies, therefore, arrive in the UK for further study; they wouldn't be able to follow a course. What we see here are either recent graduates or middle-aged professionals who completed their education before 1966. As Henze points out, although many foreigners bought the idea that China had entered an educational millenium during the Red Guard era, in fact it was terrible education, even by Third World standards.

But the earlier Communist system, now a fuller flower than ever, has its own black spots. Women, for example, peasants and ethnic minorities are poorly represented in higher education and thus in the ruling elite. Such are the ancient Confucian biases. Such neglect of assets makes no sense in a society run by Deng Xiaoping and his fellow pragmatists who, as Henze observes, are determined that "economic modernization and concepts of 'quality' associated with that task, will remain fundamental to higher education policy for some time to come."

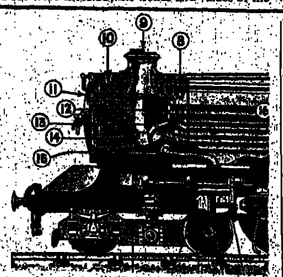
Pupils in a Shanghai primary school denounce the Gang of Four in 1976 – from China After Mao: 'Seek Truth From Facts' by Liu Heung Shing (Penguin £4.95)

Puncturing the myth

Jonathan Mirsky on Chinese education

A passion for design

Noel Carrington, the creator of Puffin books, has just turned ninety. An appreciation by Brian Alderson



from 'A Book of Trains', Puffin Picture Book 10

Noel Carrington, creator and, for most of its existence, editor of Puffin Picture Books, recently celebrated his ninetieth birthday. In this year when Penguin are jacking up the publicity for their half centenary it is good to have a chance to salute one of the great names from the days when the firm had youthful flair rather than institutional grandeur.

The story of the making of Puffin Picture Books (Penguin's first incursion into children's books) has often been told by the late Tristram Noel-Carrington had costed out a plan for publishing a series of colourful, factual books for children which could be retailed at sixpence. He put the scheme up to Allen Lane, who was enthusiastic about the idea, but – typically – unforthcoming about the practical implications, and with the onset of war the whole thing looked like being abandoned. Contrariwise though, it was the war that finally spurred Lane to action. Children were being evacuated. Children were suddenly confronted with a disturbingly changed world. Let them have books – and especially sixpenny books published by Penguin – to cheer them up. The series was promptly launched (eventually running to over 100 titles) and a year or so later Eleanor Graham was commissioned to begin editing the companion series of Puffin Story Books.

When the history of children's books in the Thirties and Forties is put into perspective, Noel Carrington will be seen as a significant figure. For the picture-book idea did not come to him out of nowhere, but was the result first of his keen interest in design and colour-printing (he was especially influenced by some of the brilliant Russian lithographic children's books that were being produced from the Twenties onwards) and second of his experience as a publisher. In 1923 he had joined the book division of *Country Life*, and here, during the Thirties, he was responsible for introducing a range of attractive picture books which made use of the colour potential of modern lithographic printing. (The most famous of these were, I suppose, the huge "Orlando" books by Kathleen Hale, but the series was also hospitable to the fascinating experimental work that was being done by the two immigrant Poles who worked jointly under the name Lewitt-Him.)

Carrington's natural feeling for design (he was, incidentally, brother to that much underrated painter Dora Carrington) was complemented by what seems to have been an unfailing instinct for the scale of a children's book: Unlike the robot productions of today's series moguls, his Puffin Picture Books each sustained an individuality of its own (even if they did also establish a fashion for tyrannic double-page spreads). His sure choice of author and illustrator brought a cheerful rationality to the range of subjects treated – "nature, mechanics, farming" – and in each book the subject was allowed to develop in its own style, so that one got a marvellous diversity within the standard series format. Such books as J B Badmin's *Trees in Britain* (No 31) or Phyllis Ladyman's *About a Motor Car* (No 30) are models in the presentation to children of aspects of the world in which they live – not "facts" so much as the context of facts.

After the war, Carrington continued to develop his ideas. Alongside his editing of the Puffins he also worked with an interesting, but little-known publisher, Transatlantic Arts, creating a more varied range of colour books for children. At the same time though – perhaps influenced by those days at *Country Life*, or at Picture Puffin No 4, James Gardner's *On the Farm* – he was becoming increasingly preoccupied with things rural. He had bought a farm before the days of Lambourne and over the last 40 years he has combined a continuing passion for design with a love for the less rechercher joys of raising a herd of heifers.

BOOKS

To have and to hold

Intimate Strangers: People and Divorce. By Sue Matthew. Mainstream £8.95. 0 906391 44 X.
A Crying Game: the diary of a battered wife. By Janine Turner. Mainstream £8.95. 0 906391 49 0.
The Mating Trade. By Bob Mullan. Routledge & Kegan Paul £14.95. 0 7102 0317 9. £6.95. 9967 3.

The major social upheaval of our time has not been the bomb, but the collapse of traditional monogamy and the nuclear family. Nowadays one out of every three marriages in the UK ends in divorce; the rate is higher in America.

Intimate Strangers is a collection of interviews with 14 women and 10 men who have been divorced. Most of these informants realize, later, that the expectations they had about marriage were unrealistic. The interviewer, Sue Matthew, sums this up in her introduction:

> Many people . . . had been searching for some kind of 'wholeness' or 'completeness' in their lives which they had expected that marriage might provide. When their marriage did not live up to their expectations they grew wary of trusting their partner and did not feel that they would receive help or understanding from the person they were most intimately linked to. In effect they became 'intimate strangers'.

Most of the stories seem fair and honest (though one realizes that any of them told by the other partner with equal fairness and honesty would be altogether different) and even touching. From one young man:

> The next day we were to travel up to Orkney for a short honeymoon . . . I felt that I was taking Sarah to see a very special place but in fact she didn't like it and even had hostile feelings towards it. I remember seeing a boy and girl sitting on the quayside. They looked very free and happy and were playing guitar and mandolin and seemed to be having a wonderful time. I envied them and thought, 'It should be me sitting there doing that'. I was still feeling a bit weird and dreamlike about having been married and couldn't communicate my feeling to Sarah.

Erich Fromm, in *The Art of Loving*, considers that most marriages *are* failures – not because of divorce, but because in most unions one or both parties are miserable. A good deal of this misery arises from a feeling of being trapped under a life sentence. Typically, one of the partners starts a relationship with a third person and uses this as "evidence" that life would be better if the marriage were dissolved. Finally, the "other person" becomes the wedge that forces the couple apart.

Part of the problem, something everyone acknowledges except at the moment that it really matters, has to do with the powers of new-sprung physical attraction and romantic love, so strong at the outset that they cause us to remain blind to everything else. To add to this, our culture tells us (especially women) that these are the only real reasons for considering marriage. In fact, they are the worst possible ones. Not only must the intensity of new love and sexual ecstasy eventually wane, but, even worse, their intensity and novelty cause us to overlook matters of much greater importance in the long run. "Sharing, kindness and trust are all ingredients of a happy marriage. We couldn't muster any of these," observes another informant. Agreement on standards of culture and etiquette, parenting, love-making, finance, cleanliness, sense of humour, daily habits – these are what count 5, 10, or 25 years down the road.

Divorce need not be a wholly negative experience, however. Most of Matthew's informants view their experience of marriage and divorce positively, once it is over and done with. Many move on to a second marriage, one based on the same unserviceable foundations as the first. Second divorces are now commonplace. The parents of a friend of mine in Columbus, Ohio have remarried *each other* three times, with a few legal-separations thrown in for good measure. (In general, divorcees are three times as likely to remarry as widowed people.)

Janine Turner's first marriage, the subject of *A Crying Game*, is a thorough disaster. A social and physical loser from childhood, she latches on to Bill while still in her teens and marries him four years later, even though every sign is that this will be a mistake. Bill, besides being a liar, a drunkard, a sponger, and a thief, is a classic wife-beater. Finally they separate, but even in this she is still the loser: she is ineligible for state assistance because she is the one who left the home (to return to her parents). Her account is depressing, but it ends on a somewhat positive note. The book then includes a self-help section which could be of real use to people in similar situations.

The Mating Trade is about the so-called singles industry, agencies which bring together lonely people, many of them the "wronged" partners of divorced marriages. The starting point is 1939, when Heather Jenner's first marriage bureau opened in London. We then move on to computer dating (stressing "fun" rather than marriage), introduction and dating agencies (including video dating), specialist (gay and Asian are the examples here) and introduction agencies, personal ads (cheapest), social clubs (safest), and singles bars (riskiest). A thought-provoking part of the book examines the "psychology of attraction", and how, in the words of Vance Packard, we are continually conditioned by "strong, yet repeatedly false, images of relationships in general and marriage in particular".

Doubtless much more could be done in schools to give young people better preparation for marriage and family life – to explain that it will not be smooth sailing, that every marriage needs at least one responsible caretaker, and so on. "Neither school nor home prepared me for married life," says one subject. "At school it was never dealt with and at home it was never discussed." Most young people are unlikely to heed the wisdom of any but their peers on the subject, especially given the track records of so many parents and teachers. In the absence of anything better, these three books may open a few eyes.

Philip Davies Roberts

Waiting in the wings

Gender and Generation. Edited by Angela McRobbie and Mica Nava. Macmillan £15 and £5.95.

Male adolescents have dominated the centre stage, leaving the Ophelias relegated to the wings: this is the theme of many essays in *Gender and Generation*, which argue that society associates adolescence almost exclusively with young manhood and its traumas.

In a probing contribution, Barbara Hudson suggests that society has created a dichotomy between adolescence and femininity. Teachers, she argues, seek to stifle girls' burgeoning femininity – classically displayed in the hitching up of the grey regulation school skirts – but accept their more aggressive adolescent behaviour. Social workers, however, expect teenage girls to be models of femininity, and regard shows of adolescent rebelliousness as abnormal. Ms Hudson suggests that this explains why disproportionate numbers of girls are committed to residential care for minor delinquency, which would be considered normal in boys.

Throughout the collection, girls are portrayed as victims, be it of society's sexual stereotyping, consumer manipulation, parental control, or media indoctrination, and there is a danger that this emphasis reinforces the negative and paralysing sense of female helplessness. Girls are also shown to be the victims of teenage boys' fantasies. With some shame, and a certain amount of courage, Julian Wood documents his observations during a research project at an ILEA "sin bin", where the boys used sexist insults to dominate the girls.

The only contribution in which boys' experiences are seen as comparable with girls' is a case study of a 14-year-old boy who was forced to have sex with his 40-year-old male teacher. His misery afterwards and his suffering in the face of a brutal police interrogation are likened to women's experiences of rape. Mica Nava here demonstrates that age, as well as sex, can make one person the victim of another. At times, however, her essay suggests foolishly, and clumsily, that feminists and socialists have a monopoly on sane and human responses to such situations.

If the overall picture is largely negative, this is counterbalanced by Angela McRobbie's essay which suggests that dance can provide teenage girls with a positive means of self expression. At the outset she tries to pre-empt criticism by announcing that her mode of presentation will be "unashamedly unconventional", and that it will resemble a series of snap-shop profiles, rather than a thorough academic thesis. Certainly, if many of the other essays in the collection cast a spotlight on teenage girls, this one throws a dazzling, fragmenting strobe light over the figures on the dance floor. *Fame* comes up too often: if readers wanted to know what happened in a given episode of the soap of the performing arts, they should have watched it. The ubiquitous references serve either to trivialize the discourse, or to endow *Fame* with a feminist significance which is undeserved.

Adriana Caudrey

The nation's health

What Is To Be Done About Illness and Health? By Jeannette Mitchell. Penguin £2.95. 0 14 006595 4.

The World Health Organization tells us that health is more than the mere absence of illness. It is, in fact, "a state of complete physical, mental and social well being", which, when you think about it, is a powerful plea against oppression, exploitation and mystification – even when done by experts for our own good.

Jeannette Mitchell's angry, readable and somewhat diffuse book builds on this approach. She argues that conditions on today's shop floor produce illness, that hospitals have become anvils for cure rather than havens for care, that the NHS shows the same prejudice toward minorities and non-professional people as the rest of the establishment, that medical schools disregard the importance of listening, preventive medicine and poor social conditions, as well as the collective action that would ameliorate the environment. Greater democratic accountability is needed, so that in her words, "instead of bearing the hurt of capitalist and patriarchal social relations inside yourself, you try to put it out and challenge it in the world". Although sponsored by the Socialist Society, *What Is To Be Done About Illness And Health?* forgoes any detailed programme of action. Evidence and documented analysis is largely limited to those official statistics which show that the rich are healthier than the poor. Then there is the author's judgement or lack of it: "All around as the momentum of the strike wave, the rent strikes, occupations and demonstrations grow, there seems to be boundless energy to confront the health destructive conditions of life." All around? Everywhere? Or is this boundless energy concentrated in an embattled redoubt somewhere within the GLC, above the rubber works?

Peter Parker

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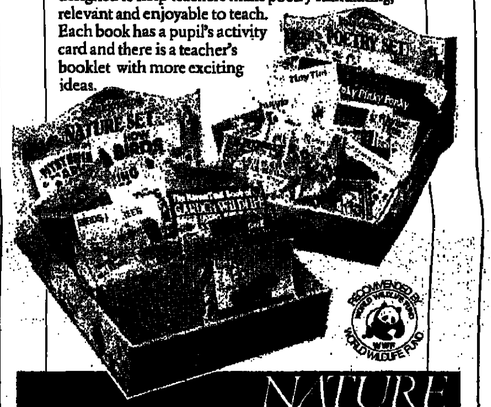

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BOOKS IN CLASS

Getting the gist in German

Fertig! By David Sprake.
Oxford University Press £3.95. 0 19 912052 8. Cassette £7.00 + VAT. 840339 9. Tape £9.00 + VAT. 840340 2.
So ist es bei uns! By Margaret Wightman.
Edward Arnold £2.50. 0 7131 0966 1.
Topical German. By Phyllis Rosenburg.
Longman £2.50. 0 582 35226 6.
Everyday German Idioms. By J P Lupson.
Stanley Thornes £2.50. 0 85950 185 X.
Syllabus Guidelines 3: German. By John Clark and Judith Hamilton.
Centre for Information on Language Teaching and Research (CILT). £6.95. 0 903466 82 1.

In an earlier article (*TES*, July 20, 1984) I suggested that authors and publishers with foresight would increasingly be writing and marketing books designed for the new 16-plus à la Joseph. It is rather surprising to find, even as the rush towards the start of the first GCSE courses next year gathers its necessarily Gadarene momentum, that new books are appearing whose "blurb" still refers to CSE and O level. The fact is, of course, that the gestation period of a textbook exceeds even that of the elephant. In the case of German teaching the need to choose separate basic courses for O level and CSE classes has in recent years not arisen, since in the wake of the relentless march of ubiquitous French the one and only examination group in German often has to be taught together, irrespective of the eventual target examination.

David Sprake's *Fertig!* could prove useful in such a situation, where existing courses have proved too demanding for the weaker pupils. Ostensibly aimed at those "who are obviously not O level candidates", it could nevertheless provide that essential main dish needed to convince a mixed-ability class that they were all indeed partaking of the same meal, albeit augmented for the stronger candidates by extra garnishings. A one-volume course for those who have already done at least one year of German, *Fertig!* is what we have come to expect for the Eighties: topic-based, attractive in format and enjoying a level of sophistication commensurate with that of its intended readership. The public examination is not the only goal: the author recognizes that students are also preparing for real life, for meeting German teenagers, for visiting German-speaking countries as tourists and for encountering German in future employment.

The method for the 15 units begins with a situation dialogue, clearly and attractively recorded. Various forms of comprehension exercises (reading and aural) follow, and personal questions on the unit's theme provide the stimulus for reproducing the language in more meaningful situations. There is a survey of the relevant grammar, both unit-by-unit and at the end of the book, making the volume a useful revision tool for pupils to handle on their own.

Gist comprehension is increasingly becoming an openly acceptable aim in modern language teaching, as we continue to slough off the more perfectionist ideals of the grammar school. It is one of the stated aims of *Fertig!*. The author of *So ist es bei uns!* also gives us a collection of German background material intended *inter alia* for gist comprehension. Margaret Wightman is not afraid to say: "Teachers should encourage (students) to guess intelligently and work out the meaning of a longer word by looking at its component parts."

The material in *So ist es bei uns!*, intended to give a flavour of life in Germany, would be suitable for pupils approaching, *pace* Sir Keith, O level. Ungraded, it can be tackled in any order. Comprehension is tested by various means, ranging from questions in English, through true/false and multiple-choice tests to questions in German, these latter being designed to make lifting from the passage impossible and to oblige the student to manipulate the language, either orally or in writing.

If O level and CSE are on their way out, A level, OND and university entrance are likely to be with us for longer. *Topical German* aims to fill the gap between examinations at 16 and 18 in terms of vocabulary and modern idiom. In this appealing little volume, the author has assembled a fascinating collection of newspaper and magazine cuttings in various language registers, but all of a factual nature. These are followed by comprehension exercises, oral discussion themes, prose translation and essay exercises on the same topic.

The collating and indexing of idioms is notoriously difficult for the lexicographer, but the bilingual Peter Lupson has made a gallant attempt in his *Everyday German Idioms*. He has arranged his work in subject areas (such as boredom, humour, money, taking risks) and within each section has arranged his idioms in the alphabetical order of the principal German words. The German index is invaluable if the English reader has half-remembered the German idiom; the English index refers to the appropriate German idiom. Thus, if we need to take something with the proverbial saline pinch, we look up "salt" and are led to the page on which we easily find that *"Man darf nicht jedes Wort auf die Goldwaage legen"*. The book contains 500 of the most common idioms which, the reader will be relieved to learn, can be used "without embarrassment in any social circle". It thus seems eminently appropriate that it should be on the bookshelf of any self-respecting Germanist. "It must be remembered that in order to be fully and effectively communicative the language exponents selected must be appropriate . . . to the context." Thus the introduction to *Syllabus Guidelines 3: German*, subtitled "A Graded Communicative Approach towards School Foreign Language Learning." If a vocabulary of a certain level of sophistication is suitable for a CSE class, another for an O level group, yet another in the sixth form, and if one could use any of Mr Lupson's idioms with impunity at the most straitlaced *Kaffeeklatsch*, the vocabulary in which these syllabus guidelines are couched is the esoteric in-language of the linguistics industry. What is the average reader to make of "native speaker locutions", "unattainable native speaker accuracy", "transactional formulae in shopping" or "an internalised grammar based on a notional approach to the selection of forms".

This volume has emerged from the work done in Lothian Region's Project on Graded Levels of Achievement in Foreign Language Learning (*GLAFLL*) and is *not*, we are told, a prescribed syllabus. Even so, I strongly suspect that the hard-pressed German teacher would find these Guidelines of limited practical help in drawing up his own syllabus; he is far more likely to model his schemes of work on a published course like *Fertig!* Meanwhile, it is intended to be in no way ungracious or churlish to hope that the GLAFLL team found their work stimulating and rewarding and that its mention will successfully grace the "Publications" sections of their c.v.s.

Michael J Smith

Genuine accent

French for Real. By Judith Hamilton, Monica Harris, Kathryn Jardine and David Meldrum.
Macmillan Education £1.95. 0 333 38518 7.

If these letters reveal anything important about Marx and Engels as helping to shape events, contemporary and subsequent, they do so with respect to what early came to be known as "the woman question". As for the personal matters dealt with, they are of interest mainly to those with a fondness for the gossip of history, or to those who mistakenly suppose that such intimate details bring them closer to an understanding of the thought of a man. In themselves, they are trivial, sometimes affecting, often tedious, even tiresome – no different from any record of the family life of more obscure persons. Students of the development of Marxism will, of course, find something to interest them in the record of political events, details which for the generality have by now lost all relevance.

As said, what is most revealing in these letters concerns the nature, position and role of women. They confirm that, theoretical generalities aside, Marx, Engels and subsequent Marxists remained thoroughly conventional in their conception of, and attitude to, women. All would come right with the revolution and the radical change brought about in property relations. The idea that women themselves might have to undergo a preparatory training, to take part in the changing of consciousness that was regarded as an essential part of the revolutionary training of men, simply never crossed their minds. The fact that women retained their bourgeois consciousness entire somehow never appeared as something that might act as one of the many possible influences preventing the successful outcome of a possible revolution. Nor did it occur to these founding fathers and their male followers, that the fact that in their practical and often theoretical attitude to women they remained wholly bourgeois might also constitute an adverse influence. Moreover, the idea that it might be an essential part of the preparation for the radical transformation of bourgeois society that men's attitude to women should be made to change by changes wrought by women themselves in themselves never arose.

The letters make clear the immense difficulties women faced in reconciling their desire to play an active part in revolutionary politics with their servile condition in society that condemned them to nursery and kitchen, if no longer to church. They show that, since men lacked any appreciation of the dilemma, even if, like Engels, they approached this virtually incomprehensible and at bottom thoroughly perverse female caprice with some sympathy, the reconciliation proved impossible. It is worth recalling that much later Alexandra Kollontai faced the same difficulty, and struggled against the same incomprehension on the part of Lenin, Trotsky and others; and was, like the Marx sisters, defeated by the ingrained notion of male superiority that survived untouched by the events of 1917.

In that respect the letters make sad reading. They also do in showing that boundless, almost obsessive intolerance of others' opinions in all matters affecting what was conceived of as revolutionary politics is no Russian distemper infecting an otherwise open-minded Western Marxist theory and practice; but is something going back to the originators of the theory and practice themselves, and an unfortunate legacy inherited by their successors.

The notes, commentary and introduction are all adequate and helpful.

Pierre Watter

Cool Guy

Contes. By Guy de Maupassant. With an introduction and notes by S Jotcham.
Cambridge University Press. £2.95. 0 521 27135 5.

"Once real furtively for his reputation as 'hot stuff' . . .", Nicholas Jotcham says, rather quaintly, of Maupassant. This is no longer a major selling point. In truth, even in his treatment of sexual themes, Maupassant was pretty cool, not to say frigid, and his appeal is more to the cynicism of adolescence than to its inflamed senses. His best stories conform to Jean Cayrol's definition of the *conte*, having "the rapidity of a hold-up . . . briefly abducting us". Cayrol, David Pugsley and other modern practitioners of the art owe a lot to Maupassant, whose reputation (as a writer, not as a purveyor of hot stuff) has undergone a revival in France.

The 18 stories in this selection cover the main themes: the river, Norman peasant life, the Franco-Prussian war, adultery and fantasy. Jotcham's notes are very good, illuminating points of language and style, and his introduction is concise, but gives all the information necessary to understand the man, his time and his art. Students could start by unravelling the narrative complexities of "La Parure" while Jotcham offers precisely the right amount of help to inspire a good A level literature essay.

Syllabus Guidelines 3: French. By John Clark and Judith Hamilton (Centre for Information on Language Teaching and Research £6.95.) Intended to be used in conjunction with the earlier CILT publication, *Syllabus Guidelines 1: Communication*, this is a systematic analysis of the communicative functions involved in learning French. It is set out in tabular form, showing the appropriate functions and grammatical structures for five different levels. As well as adopting a "notional" approach to syllabus design, the introduction discusses the question of gaps in vocabulary and grammar between the levels. Although it is probably those in the two years preceding CSE or GCE O level examinations. After a short introduction summarizing the use of the perfect tense with both *avoir* and *être* (and a useful mnemonic about the latter), the chapters follow the same general pattern throughout. An interesting episode, couched in the perfect, is followed by a detailed vocabulary, questions in English and French on the text, a considerable number of general questions exploring the tense patterns and resultant agreements, oral work and light relief in the shape of *mots brouillés* and *mots croisés*.

In the preface to *Using Authentic Resources in Teaching French*, a somewhat daunting title for this guide, the editor states that "the intention is to illustrate a range of current practice". It is surprising that teachers need to be reminded in such detail of the diversity and richness of these various aids which, again in the editor's words, "transform the intellectual practice of linguistic form into emotional reality". The "resources" discussed by seven different contributors are classroom "realia", use of the media, news broadcasts, television, inter-school contacts, French songs and how to derive maximum profit from visits abroad. From my own experience all these resources have been exploited by linguists for very many years, and most will not need to be told of the value of the multifarious ways in which French can be placed in its living context. It is, however, timely that all concerned should be reminded that "French" can only have true meaning when there is vivid appreciation of all the emotive values and contexts mentioned here. This CILT production should certainly be widely used in teacher training.

Philip Lewis

French formula

Hexagone. By Ken Foden.
Oxford University Press Pupil's Book Part 2 £3.25. 19 832 393 X. Teacher's Book Part 2. £2.50. 832394 8.
Eeris-moi. By Catherine Hunt.
Hodder & Stoughton £2.45. 340 3403 6.
Qu'a-t-il fait? By Alison M Wildbore
Edward Arnold £1.75. 7131 0917 3
Using Authentic Resources in Teaching French. Edited by Barry Jones.
Centre for Information on Language Teaching and Research £3.95. 090 3466 73 2.

Part two of Mr Foden's three-part beginners' French course fully justifies the expectations aroused by the first. As was remarked then, the author's noteworthy achievement is in devising an enjoyable course that allows pupils of differing abilities to move ahead at their own pace; though the demands on the teacher are of no mean order if justice is to be done to all who confront him or her in a mixed-ability class. The lay-out is attractive, with the many items of topical interest geared to the relevant age-group. The formula is as before: 12 units, each covering a progressive range of skills mostly deriving from the activities of a series of young people. With the emphasis on communicative skills, the grammar is neither formalized nor classified in the basic units; but as in the first part there are 12 supplementary R units for faster learners. In the supplementary units, grammatical structures are listed as their use becomes necessary for sentence construction. Items recorded on the accompanying cassette are clearly marked as are those suitable for pair work. Ninety-five flashcards are also available, instructions for their use being given in the Teacher's Book which proffers invaluable advice as to how maximum advantage can be derived from the course.

Eeris-moi is an essential and exhilarating aid for fourth and fifth year pupils studying for GCE O level, CSE or similar examination for which picture composition exercises are set. There are other publications concerned with exercises of graded difficulty and progressive vocabulary accumulation, but Catherine Hunt's contribution has several additional items, to encourage pupils to produce comprehensible stories after careful exploratory treatment of the depicted episodes. Initially, the necessary vocabulary for each picture is preceded by oral questions and is followed by a completion exercise which produces an encouraging first composition. The composition proper is then written without recourse to the vocabulary list. At intervals there are test essays with listed vocabulary but no exploratory help. Instead there are suggestions as to tense usage and the handling of common grammatical constructions. The pictures in all 30 exercises are calculated to interest and amuse 15 and 16-year-olds, and the vocabulary, once fully assimilated, is sufficient for any first external examination. Part II is an *ab initio* course in letter-writing with many model letters for guidance and excellent vocabulary lists which could be used in many contexts.

Qu'a-t-il fait? is a follow-up to Alison Wildbore's *Qu'as-tu fait?* and is similarly devoted to the exploitation of all forms of the perfect tense. Rather older pupils are envisaged this time, Ernst Toller and Georg Kaiser were the two dramatists who most purely exemplified Expressionism during its brief 30-year heyday. **German Expressionist Drama**, by Renate Benson, in the Macmillan Modern Dramatists series (£13.00 and £4.95) is devoted to an analysis of their work, with detailed commentaries on the plays and useful background information. The book's value extends beyond German

In brief

A level studies into English literature, since this dramatic episode's enduring influence on English literature. Im Westen nichts Neues (*All Quiet on the Western Front*) by Erich Maria Remarque, was a best-seller from its first appearance. Dealing with First World War realities seen through the eyes of a young man who is broken by the experience, it retains great contemporary resonance. It is now available in Methuen's Twentieth Century [illegible] even [illegible]

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BOOKS

Women and revolution

The Daughters of Karl Marx. Family Correspondence, 1866–1898. Translated by F Evens. Commentary and notes by O Meier. Introduced by S Rowbotham.
Penguin Lives and Letters £4.95. 0 14 057004 7.

Why do Rosa Guy's novels make those of almost all other writers for adolescents seem washed-out? Is it pure talent, or some special quality of the Black experience that gives them their hard-edged power? It's perhaps a pity that Puffin Plus have brought out **Edith Jackson** (£1.50) and **The Disappearance** (£1.50) at the same time, since it highlights the family resemblance between her tough mother figures, but this and a small measure of implausibility in the mystery plot of *The Disappearance* are all the faults I can find in these two stunning stories; *Edith Jackson* is an almost unbearably powerful and somehow entirely unmelodramatic account of the horrors that can assail an orphaned ghetto family in care.

This is not to say some other writers have not a sufficient power to stir and discomfort. In **Feet and other Stories** (Puffin Plus, £1.50), Jan Mark demonstrates almost too painfully her ability to combine humour and bleakness; Tim Kennemore keeps her touch lighter in **Here Tomorrow, Gone Today** (Magnet, £1.50), but can be ruthlessly incisive, especially in a tale of the possibly near future like "Box of Tricks" or "Rock of Ages"; both books are highly recommended, though with a peace of mind warning. Jan Mark's concern about the effects of television is echoed in another piece of science fiction, **On The Flip Side** (Nicholas Fisk, Puffin, £1.25), where rather too much is packed in – exploited animals hitting back, poltergeists excited by television, teleportation to somewhere Other – for the powerful effect of some of his other books.

Fisk appears in a different hat, as it were, in **Snatched** (Knight, £1.25), a straightforward thriller about a couple of children kidnapped by terrorists; this is exciting stuff, though I was a little concerned that the arrogance of the young hero would provide an unfortunate role model; his modification by experience, though late, was welcome and well done. Another vigorous adventure is **New Found Land** (John Christopher, Puffin, £1.50), a sequel to his "alternative universe" story "Fireball", which takes his two heroes to America, where their only half-friendly rivalry continues among stressful circumstances.

The power of the Rosa Guy books is thrown into relief by a novel like **Dan Aloes** (John Rowe Townsend, Puffin, £1.50), which is thoroughly worthwhile, a sober account of a boy's reactions to the discovery of his bastardy in the prudish Twenties, and his adventures when he runs away from a loveless home; it's good, but by comparison its blood runs thin. This is even more the case with **The Driftway** (Penelope Lively, Puffin, £1.50), in which a boy who cannot come to terms with his father's remarriage is educated by getting glimpses of the past. Here, there seems to be a misjudgment of tone so that some parts of the book seem meant for much younger readers than others. There is always a slight problem with Willard Mayhew's slow old way readership is meant to be; the little bear constantly imitates Daddy on the family's fishing trip, but it is Mummy (and the little bear) who catches the big fish. Holly Keller, in **Top Big** (Hippo, £1.50), gives reassurance and delight to the new older sibling in sparky cartoons of a mouse family; David McKee, in **I Hate my Teddy Bear** (Sparrow, £1.75) creates a mad surrealist landscape, full of Steinbergian statues and people doing odd things, in the middle of which an oblivious pair of children quarrel happily.

From Steinberg to Escher: **Optical Illusion Puzzles** (Charles H Paraquin, translated by Paul Kuttner, Sterling, £1.95) has plenty of classic impossible objects and pictorial puzzles, so many, indeed, that satiety may set in; perhaps it is better to get a few of these at a time, as in **Body Magic** (Peter Eldin, illustrated by Terry Riley, Beaver, £1.00), where there are also lots of practical tricks and activities to perform with other parts of the body, and curious facts about it. This is a fun book, though quite informative; for more serious human biology, turn to **You and Your Body** (David Keable-Elliott, Beaver, £1.95), which claims to be a complete guide, and very nearly is, covering health, illness, addiction, mental illness and sex in a calm, reassuring but honest way; the only topic I found it dodging was incest. With **Bet You Can, Bet You Can't** (Gyles Brandreth, illustrated by Vic Mitchell, Knight, £1.25) we are back to tricks; the youngster with both this and *Body Magic* would be equipped to madden family and friends for months.

Which brings us to **Marmalade Hits the Big Time!** (Andrew Davies, Thames/Magnet, £1.25); the Worst Girl in the World and her resourceful donkey friend hit London, which will never be the same again, and I laughed myself sick. In **Rosie, The Robber's Daughter** (translated by Patricia Crompton, Puffin, £1.50), Astrid Lindgren gives us another strong-minded heroine, though this is a much more romantic, even sentimental story than her Pippi Longstocking books. Pure fantasy is one way of showing that children may have unrealized potential; near-realism another, and here are two admirable examples of the latter mode, one tipped for the junior and one in the secondary school. There is a delicious dry mischief about **Jimmy Zest** (Sam McBratney, illustrated by Thelma Lambert, Magnet, £1.25); Jimmy is a kind of Just William for the Eighties; "Who, Sir? Me, Sir?" (Puffin, £1.75) is K M Peyton back at the very top of her form: there is something special here for her horse-loving readers, but plenty for others in the story of a challenge between a "yobs" school and a "nobs" school. It is funny, serious, and with a deeply satisfying happy ending.

Audrey Laski

The illustration, by John Blanche, is from The Crown of Kings, *part 4 in* New Fashion Adventure Book 1 Puffin Adventure Gamebooks £2.50).

Victorian reform

Urban Disease and Mortality in Nineteenth-Century England. Edited by Robert Woods and John Woodward.
Batsford £19.95. 0 7134 3707 3.
Outcast London: A Study in the Relationship Between Classes in Victorian Society. By Gareth Stedman Jones.
Penguin £4.95. 0 14 055 103 4.
The Unknown Mayhew. Selections from the Morning Chronicle 1849–1850. By E P Thompson. Edited by Eileen Yeo.
Penguin £4.95. 0 14 043 320 2.

We were all taught, and many of us teach others, about the dramatic decline in mortality in the second half of the 19th century. But how and why? Whatever the simple answer we first thought of, there are others which tend to contradict it. Thomas McKeown in the 1970s attempted to quantify the factors in the decline in morality and, put crudely, found that 50 per cent was attributable to environmental changes – improvements in the standard of living, especially diet, and another 25 per cent to specific measures of sanitary reformers – public and personal hygeine, and a final 25 per cent to changes in the character of disease.

The various contributors to the volume edited by Woods and Woodward, historians, demographers and geographers, provide a critique of the McKeown interpretation as well as a detailed examination of the evidence on poverty and the environment, medicine in the cities and the incidence of tuberculosis. These are followed by an evaluation of the effect of the sanitary revolution on typhus and typhoid in London, infant mortality in Bradford, and of health in Manchester and Birmingham. The methodology will no doubt inspire other local studies.

Another reworking of 19th-century evidence which became an instant classic when it first appeared in 1971 was *Outcast London*, a study of the city's casual poor, a class which failed to benefit from increasing prosperity and progress in the last decades of the century. They were seen as a threat by the political thinkers of all colours, right, left and centre. Stedman Jones's book became an instant classic, and for this new edition he provides a long new preface discussing the critical reception of his work, the new evidence from other scholars and some disarming reflections on his earlier rhetorical self. He insists that "if stripped of the adjectival and metaphorical overkill to which I was addicted – and which in a large part was intended as a mimicry of the language of melodrama which suffused the primary sources I employed – I would still want to stick, in large part at least, to the overall periodization and interpretation which I then constructed".

In that respect the letters make sad reading. They also do in showing that boundless, almost obsessive intolerance of others' opinions in all matters affecting what was conceived of as revolutionary politics is no Russian distemper infecting an otherwise open-minded Western Marxist theory and practice; but is something going back to the originators of the theory and practice themselves, and an unfortunate legacy inherited by their successors.

Mayhew's *London Labour and the London Poor* was published in twopenny weekly parts and later gathered togeiher as a book. It was once only known to book-collectors in spite of its vast original readership. Several partial postwar reprints showed modern readers the wealth of vivid oral history it provided, but most sociologists and social historians still insisted that while excellent journalism, Mayhew's work could not be regarded seriously as social analysis.

His book originated in the voluminous reports he was commissioned to write for the *Morning Chronicle*, which were an example of "investigative journalism" unsurpassed by the modern British Press. The present volume is a reprint of a generous selection from the million words Orwell produced for the paper, with two masterly introductory essays. Thompson tells us what little we know about Mayhew and fills in the background of his work and its part in the political and economic debates of the period. Eileen Yeo, in an absorbing account of Mayhew's method, establishes him finally as a superb social investigator. She rescues him from "the endless search after romantic vignettes of the poor", showing that his "imaginative leaps into the minds and hearts of the poor are not just texts to be fitted into a version of the history of 'social science'. He made a rare contribution to human understanding".

Colin Ward

Perfume and poison

Herbs and Medical Plants. By Madge Hooper.
Kingfisher £2.50. 0 86272 095 8.

From the delicate blandness of melon or marrow to the stinging heat of horseradish or chillis there exists, in vegetables, an extraordinary variety of taste. Herbs and plants have been used for thousands of years and in all continents as food, flavourings, medicinal drugs, poisons, perfumes, cosmetics and dyes.

Madge Hooper has organized her material with skill. She starts with a short history, then gives instructions for growing, drying, and storing herbs, and making pot pourri. A beautifully illustrated comprehensive section completes the book, which contains a glossary and an index. Her 40 years experience in running a herb garden have resulted in a delightful and informative work.

Betty Tadman

Investigating Art, reviewed in the *TES* of February 15, is written by Moy Keightley, and not as stated (Bell & Hyman £5.95).

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April 1985 360pp £17.95 hard £9.95 soft

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THE GROWING EDUCATIONAL PUBLISHER

Literary competition

Competition No 60. Report by Charybdis

Required: a letter complaining that a well-known book's title belied its contents; or a review of singular irrelevance. Response: terrifying – so many of those who'd bought books under false pretences threatened to take out their grievance in personal chastisement that if Charybdis were a publisher he'd be scuttling towards his nuclear shelter. Many infuriated joiners vowed to turn the screw on Henry James's famous pre-video nasty, while "Big Black Cloud", full-blood "Reader in North American Ethnic Studies", incensed by the "fraudulent misrepresentation" implicit in *"The Sioux* by a Professor Irene Handl" promised: "You can expect me and other braves in full war paint at your office" (the redoubtable George Moor; £3). John Singleton's "Disgusted" (£2) was outraged at the innocence of *Playboy of the Western World* and wanted "*Five Go Camping* (in a plain wrapper)" instead. K Maynard (£2), speaking out for "the Food Editor of *The British Journal of Naturism*", understandably found *The Naked Lunch* an inadequate guide to "nudist cuisine"; while Audrey Bradshaw (£2), seeking an almanac to *1984* could now, justifiably, complain that she hadn't found one.

Among the reviewers, John Parry (£2), noticing *Staying On* for "Holiday and Hotel News", thought that retired couples would "not be encouraged by Mr Scott's constant harping on the difficulty of obtaining a blue rinse"; Philip Preece (£2) found The Grapes of Wrath far from "a straightforward treatise on viticulture"; Jock Whiteside (£3) enjoyed Mr Solzhenitsyn's guide to the holiday-happy Gulag where "Butlin-style camps have mushroomed all over the archipelago" ("as a gourmet I am intrigued by a traditional delicacy of gruel . . . with potato peelings"); and Gerald Vinestock . . . (£2) . . . lambasting Shakespeare's lamentable attempts to dramatise the *oeuvre* of Edward Lear, asked plaintively: "How can the loss to Gloucester of a jelly (or even two) match the grief of a toeless Pobble?"

Much of your entertaining ingenuity must (as often alas) go unmentioned and unrewarded. Gerald Benson (£7) gave me four for the price of one – of which I can hardly complain; and the other displays of aggression or obtuseness win their composers £5 apiece.

Crime Corner: Rather a mixed bunch, this week. *Malone Dies* has bags of atmosphere and a considerable sense of mystery. However, the author, Beckett, has not mastered the art of telling a pacy story and is too often discursive. The action, when it does occur, is often difficult to understand. This reader never did understand who "done" it, but perhaps I missed something vital. *Murder in the Cathedral* leaves one in no doubt as to this latter point. It is a political thriller with religious overtones, culminating in the exciting but hardly plausible murder of the Archbishop of Canterbury in his own cathedral. Even more implausibly, the assassins stay around to justify themselves instead of making a clean getaway. Best of a bad week. Also available are *Death In the Afternoon* – a load of bull, and *An Inspector Calls*, a routine country house crime investigation, lacking tension or surprise.

Gerard Benson

The Cricketer reviews *The Far Pavilions*: The author of this book, M M Kaye (could this be Mike Kaye, who used to score the Gentlemen of Sussex?) wisely deals only with tours of the Indian sub-continent, a large and worthy subject. No one could read the work without gaining a profound insight into the Indian mentality, valuable in these days of inexplicable umpiring decisions; yet the predominant emotion is disappointment that under so excellent a title there should be – apart from references to the Guides, presumably a team on the lines of I Zingari – little direct reference to cricket. Indeed, the present reviewer can recall none; but he may be forgiven if he has missed something in so lengthy a book.

Basil Grillin

As publisher, your shameful and blatant misrepresentation has caused the dismissal of the Chief Steward of Greenways Golf Club of which I am Captain.

Briggs, for that is the name of our former steward, was so engrossed in a book last Tuesday evening that I had to rap several times upon the bar before gaining his attention. Curious as to the subject of his preoccupation, I asked its title and was informed that it was *The Masters* by some chappie called Snow.

Priding myself on my library of golfing volumes, I purchased a copy and was outraged to discover it is a cheap pot-boiler and nothing remotely to do with Championship Golf.

Naturally, I dismissed Briggs for reading on duty.

My solicitor is investigating the Trades Description angle and you will hear from him shortly.

Do not be surprised if poor Briggs also sues you for unfair dismissal.

V Ernest Cox

A shot across your bows before I come to London to bounce you bloody hard for your confounded cheek. As a retired Captain of Marines, I am not a frequent purchaser of books but thought at last I'd found a tribute to those gallant lads from the Emerald Isle who went through hellfire with me. I refer to the so-called *Irish RM*.

In your pathetic yarn about a pansy ex-Army beak and scruffy yobboes I could spot no-one of the calibre of, for example, Seamus O'Boyle, my batman throughout the last show. What a man – never known to touch water and capable of catching bullets in his teeth. He saved my life and it was a great pleasure to deliver the almost complete set to his pretty little widow. Or take Paddy Paisley our cook, feared more than he was the bestial Hun . . .

Michael Birt

Competition No 61. "April" Set by Scylla

Fool's month? Shakespeare's month? Eliot thought it cruel; Chaucer thought it fit for pilgrimages. We should like you to draw all these threads together, with some of your own, into a neat little rhymed poem about April: in any mood; of up to 12 lines but not more than ten syllables in a line. Closing date March 20.

GOSH

The Hospital for Sick Children. Just Another Day: BBC2, Fridays, 9pm.

Just Another Day's portrayal of Waterloo Station was a masterful piece of television, easily the highlight of the last series. The minimal formula and rather detached, impersonal style worked perfectly towards the series' main rationale: to capture the spirit of places and situations without recourse to lengthy continuity or formal interviewing.

The same formula worked rather less well in last Friday's look – first of a new series – at a life in the day of London's Great Ormond Street Hospital for Sick Children. Later programmes – on Richmond Park, on "darkest Soho", and tonight, on driving schools – return to the kind of marginal areas such an approach manages best.

Like cities, though, hospitals can never really be known or shown entire. Hospital drama only makes good television by either ignoring the work of the place in favour of emotional complications or else by telescoping its life into insistent melodrama (*cf Elsewhere*) or tub-thumping (G F Newman's *The Nation's Health* currently being repeated). In a real hospital, too much is going on at once, and, ironically, too little. Routine makes poor viewing.

It may be that in the case of Great Ormond Street the usual constraints on fly-on-the-wall filming were multiplied. Few subjects stir up as many sensibilities as sick children, sadly, whatever the reason, the programme rather missed the point of the hospital's motto, "children first and always", and offered a rather bitty and slightly enigmatic hop round the byways: boilers, switchboard, kitchen, important but not paramount. The children – apart from demostrating that alarming matter-of-factness they have about their own complaints – tended to recede into the background.

In the same way, it seemed superficially ironic that "just another day" should have featured so un-mundane a thing as a royal visit, by Princess Michael. But that at least helped smuggle in two vital points: that Great Ormond Street, far more than any other medical institution, lives its life in the public eye; parents – still usually mothers – live in, everyone helps out and there is none of that screened-off querulousness about health that comes with adulthood. No less important, the visit illustrated Sister June McBinea's insistence that boredom remains the most serious single problem in paediatric nursing. "Distraction" is almost as important as drugs". Even so, the royal visit and radio fills from the likes of Paul McCartney remain the exception; there was no glimpse of the ward play areas or the main play centre where the mobile children spend much of their time, often with an abrasive enthusiasm that belies their condition.

GOSH – not an inappropriate acronym by any means – deals with serious cases referred from other hospitals and by GPs. The success rate is impressive. Though the exterior is unappealing, inside it neither looks nor smells like a hospital; nor sounds like one – visitors will tell you that the sound of crying is no more common than in a school playground. John Pitman's lugubrious commentary tends to obscure the fact that it is essentially a happy, hopeful place.

As befits an institution that holds the copyright on *Peter Pan*, it operates on a simple Romantic premise: that children are not the same as adults and that fear is something learned, not innate. There are those who may feel that such a view must have its limits and that it has to move beyond Never Never Land of the confines of the Darling nursery. But Great Ormond Street remains one last corner of institutional innocence.

Brian Morton

The fast quarto

Lynne Truss on 'Hamlet' with the breaks off

To be or not to be, aye there's the point.
To die, to sleep, is that all? Aye all:
No, to sleep, to dream, Aye marry there it goes
For in that dream of death, when we awake
And borne before an everlasting judge
From whence no passenger ever returned
The undiscovered country, at whose sight
The happy smile and the accursed damned.

Tonight at the Orange Tree in Richmond *Hamlet* will be presented in a form most of us will never have seen before, or perhaps even have heard of. Sam Walters, the theatre's founder and director, is giving us the play in the version usually referred to as "the Bad Quarto", or, in scholarly footnote terminology, the First Quarto or Q1.

The First Quarto is a problematical text. Printed in London in 1603 it rested in obscurity until its discovery in 1825, since when its very high level of variants from the received text have been the cause of much scholarly speculation as to its origins. Q1 is much shorter than the play we know (it takes just two and a quarter hours to play); not only that, but some soliloquies are missing altogether, the scene order is different, and Polonius, for no apparent reason, is called Corambis. Some passages, like the one above, lack grammatical sense. And the differences of expression – "O that this too much grieved and sallied flesh" and "Why what a dunghill idiot slave am I!" – are sometimes thoroughly bemusing.

How could such a text have come into existence? At first it was assumed that it was the first draft of the longer version. Later it was suggested that it was a pirated version, constructed from memory by members of Shakespeare's cast who unfortunately had had only minor roles – so, while word-perfect for some scenes, were hopelessly at sea for others. Recently commentators have begun to consider a third option: that this was an "edited" touring version preserving the action and cutting the poetry.

Walters and his Hamlet, Peter Guinness, prefer the First Draft theory, but their intention with this production is not to prove anything other than that Q1 is an interesting play in its own right. "We'll probably get a mixture of reactions," says Guinness. "Some people will come out of simple curiosity and will take the play on its own merits. I hope we get lots of those. Some will come knowing that it's called the 'bad' quarto and will be there to see just how 'bad' it is. They're the ones who will laugh at the 'To be or not to be' speech. Some will be making comparisons with the longer version and are bound to miss the poetry. And probably there will be some who don't know the play very well, and who will recognize this simply as *Hamlet* and who might well in the future see productions of the longer version and say 'Oh, this is long, isn't it? That one at the Orange Tree went like a dose of salts'."

"Like *Hamlet* with the brakes off" is how Walters describes it: "It goes at a tremendous lick." And the effect of that is that Hamlet's best-known characteristic goes out of the window. "This afternoon there were a couple of electricians here", says Walters, "and one of them said to me, 'You know what Hamlet does, don't you?' I said, 'No, what?' and he said 'Not a lot.' That's a standard idea about Hamlet, that he doesn't do anything. In this text Hamlet is definitely not 'the man who couldn't make up his mind'. It's a play packed with action." Hamlet still thinks about what he'll do, says Guinness, "but his mind works at about three times the speed."

Might not the speed of the play cause problems? Think of the laugh Tom Stoppard got by presenting a 15-minute version of *Hamlet* (with a one-minute encore version) in *Dogg's Hamlet, Cahoot's Macbeth*. Peter Guinness acknowledges the danger of the acceleration of the pace leading to the rapid multiple deaths of the last scene. "We've got to be very careful about that. Bodies piling up on stage is good for a laugh at the best of times. Bodies piling up very rapidly on a stage the size of a postage stamp is good for an even bigger one."

But the speed is also exhilarating, says Walters. And one of the greatest justifications for doing this version at all is that the audience will be watching *Hamlet* and not knowing what will happen next. "They'll be sitting on the edge of their seats, really paying attention. There's a chance here of really grabbing the audience. And I think that's one of the functions of an alternative theatre like the Orange Tree: if you do the classics, do them in versions that are going to be stimulating and contributive to the theatre in general."

Voyeurs

Japanese Writers into Film. National Film Theatre, March 4 to 31.
The Key (18)
Odeon, Haymarket.

Kon Ichikawa's *Kagi* (*The Key*) opens the season of adaptations from Japanese writers at the National Film Theatre. The novel from which it is taken, by Junichiro Tanizaki, is written in the form of a diary through which the central character, an impotent old man, reveals to his wife that he is aroused by his jealousy at the idea of her having an affair with their daughter's fiancé. The old man's voyeurism and his obsession with just devoid of any real emotion, imprisons all four of them in a secret and ultimately tragic game. In Ichikawa's version the key, which originally gave access to the diaries, opens the back door of the house and the film exploits its screened interiors to heighten the feeling of entrapment as the family is drawn into the web.

Kagi was made in 1959, in colour and scope reminiscent of the Hitchcock films of the period, with Yasushi Akutagawa's Western-style music contributing to the atmosphere of suspense. At the time it was obviously impossible to show Kennnochi's sexual practices except by implication. This constraint leads Ichikawa to adopt various conventions and, once or twice, some over-explicit symbolism (railway carriages coupling in a station tunnel) it also means that the voyeur audience is asked to assess Kennochi's perversion, sometimes to laugh at it, but not to share it.

Twenty-five years later, standards have changed. Tinto Brass could hardly have made *The Key*, at least as a commercial proposition, without letting us see precisely what turns the old man on. Where is the voyeurism?

The setting has been transferred to Venice in 1940 and the old man (played by Frank Finlay) is a sexual expert whose speciality of attributing his nicely reflects his independence in fake passions: Kennocti, in Ichikawa's version, was a collector surrounded by objects that he could admire but not possess. Both directors convey the emotional void which makes such a pitiful spectacle of their characters' obsessions, but in the Brass *Key* the claustrophobia is dissipated in the Venetian exteriors – and he seems to contend with themes like the dilapidator's infatuation with the Blackshirts, the relevance of which is not fully explained. As a whole, the later film might have benefited from at least some of the constraints imposed on Ichikawa.

With six other films, Ichikawa is well represented in the NFT season which also includes such classics as Kurosawa's *Rashomon* (March 13) and Tanigahara's *Woman of the Dunes* (March 14). The most recent film, Ichikawa's 1983 version of Tanizaki's massive novel *The Makioka Sisters* (March 5) should be well worth watching. If only to see whether it contradicts Graham Greene's dictum, in his Guardian Lecture last year, that short stories make the most suitable material for film adaptation.

Kenith Trodd

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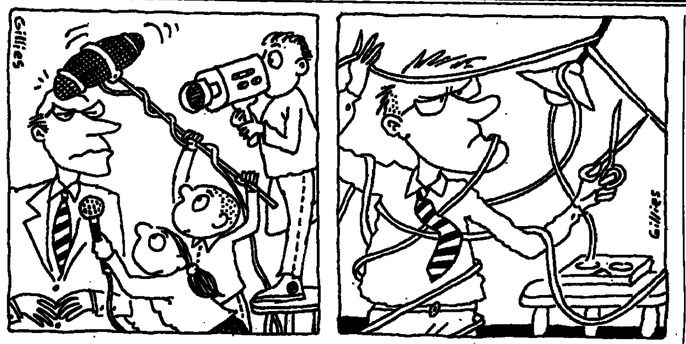

Changing roles

Tony Bates on how video can help teachers to make better use of television

In any relationship, you only get out what you put in. The same is true with regard to using television in the classroom. It is hardly surprising that television fails to be used adequately if teachers are unable or unwilling to adapt their methods to the requirements of using television materials, or if children don't put in the mental effort required to learn from television.

While television can represent knowledge and teach more richly than most other media, including computers, it suffers from two main weaknesses. First, teachers as much as children tend to respond passively to it; for instance it is often difficult to "break into" programme material to draw out relevant teaching points, because of the continuous nature of broadcast programmes and the non-directive style of even educational programmes.

Second, in practice it is often difficult to integrate broadcasts fully with the rest of the teaching; programmes don't come quite at the right time or deal with the material in quite the way you want in a particular situation. Broadcasters do what they can to help, by providing teachers' notes on preparation and follow-up activities, but learning during the actual viewing is assumed to be some mysterious process of osmosis: watching in itself is assumed to be sufficient.

Well, there is enough evidence around to suggest that it isn't. So what can teachers do to make better use of the 1,000 programmes or so broadcast each year in Britain? The answer depends to some extent on what one considers to be appropriate roles for teachers today, but in all cases the relatively ubiquitous videocassette recorder plays a crucial part.

Teacher as guide

The simplest – and hence most common – way of getting more active participation is to *stop the programme* at various places. This means pre-recording a programme, stopping the replayed cassette at key points, asking the class questions, and getting them to discuss aspects of the sequence just seen.

Teacher as editor

With the increase in video recording facilities, it is now possible for schools or teacher centres to build up a bank of video resource material, which can be used in exactly the same way as reference materials from books in a library. Instead of showing a single, whole programme, selected extracts relevant to specific teaching needs can be taken out from a range of programmes. Thus just a computer animation or an experiment can be used, and not the rest of the programme. This can be done either by using several cassettes, winding on in advance of the lesson to the right place on each cassette, or by using two recorders, transferring the required extracts from each programme on to one compilation tape.

Although editing in this way is easy to do, it does mean more work for the teacher. Programmes have to be searched for appropriate material, and the editing takes time (although the fast preview on most modern recorders can speed this process considerably). There is much to be said for using a team approach, with several colleagues and a librarian (if one exists) working together to cover a range of programmes. The greatest return comes from this approach if it is built into the first stages of curriculum design, before the syllabus for the term or year is finalized, so that where good video material is found, it can be fully exploited in the rest of the teaching.

Teacher as manager

This approach can be carried even further by developing materials for independent or individualized learning. Once appropriate video materials have been identified, they can be combined with appropriate books or other printed material, and a range of questions or activities for individual learners or small groups can be designed.

A major reorganization of the teaching is needed though for this to work. There must be adequate numbers of videorecorders and television sets for several groups to work in parallel, and the equipment must be conveniently located. The best arrangement is a small, dedicated area in the library, but as well as requiring space and money, this requires a helpful and sympathetic librarian.

Teacher centres can play an important role in fostering this approach.

Even more investment of time is required from teachers, so it makes sense for staff from several schools to work together, developing independent learning materials which can be used in several schools.

Teacher as producer

All these approaches depend on using materials developed by the broadcasting organizations. Even given the very wide range of materials broadcasters provide, they may not meet the needs of particular children in particular locations; more crucially, neither teacher nor children get any insight into how television is designed and created.

The Schools Council "Communication and Social Skills" project, though, has encouraged children and teachers in selected schools to create their own audio-visual materials, using low-cost cameras and editing equipment. This allows children not only to develop modern communication and social skills, such as language development and team work, but also to understand the process of selection and decision making and the nature of television's portrayal of events.

None of these methods provides an easy solution to the twin problems of passive learning and curriculum integration. The most obvious objection, particularly at a time when the NUT is claiming that teachers work an average 50 hours a week, is that all of them seem to mean more work for teachers.

Certainly they all require more preparation before the teacher gets to the class. Properly organized though, they can actually save time or spread teachers' work more evenly, releasing teachers from being rather poor imparters of information to being personal tutors of individual children in need of specific help or stimulation.

Perhaps a more fundamental obstacle is that it is difficult for an individual teacher to adopt one approach in isolation. Staff cooperation and some reorganization of the school as a whole ease the introduction of these methods. A reappraisal of the curriculum, with thought being given to other resources such as books and computing facilities, and how best they can be integrated with video, offers the best chance of using television successfully.

Tony Bates is Reader in Media Research Methods at the Open University and author of Broadcasting in Education: An Evaluation, *recently published by Constables.*

Next week

A review of the new RM Nimbus computer from Research Machines.

notes

WORKING IN
Three new booklets have appeared in the Manpower Services Commission's series of introductions to different careers. Two are on "Working in Construction" (the building and civil engineering industries), one on craft and manual jobs, the other on professional and technical jobs. The third booklet is "Working in the Performing Arts", in particular music, dance and drama.

Details of prices and copies of the booklets are available from COIC Sales Department, Freepost, Sheffield S1 4BR.

WILDTOWN FILES
"The Wildtown Files" aim to involve young people in the wildlife in their own urban environment. They are available, price £2.50, from the Council for Environmental Education Youth Unit, Zoological Gardens, Regent's Park, London NW1 4RY.

Software

This week's software reviews are at the back of the Computer Extra

Remedial problems

Helping The Mentally Handicapped to Communicate. Pts 1 & 2
Text, cassette and slides £37.60
Camera Talks

Both these sets of slide talks are valuable aids for those with little time to prepare original material and with student teachers, nurses, nursery-nurses and therapists to inform about this complex field. The text is up to date, giving prominence to the Derbyshire Language Scheme, to the role of Child Development Centres and to the growing use of the Makaton Sign Vocabulary. The spoken text is admirably clear and pleasant and the slides are beautifully produced.

It should, however, be pointed out that the production is something of a chantry in praise of speech therapists. It concentrates on the work done in area health authorities and local authorities. In choosing to do so, it has limited its scope. Quite apart from producing an account of how mentally handicapped people are taught to speak with any pretensions to completeness, the role of the teacher is ignored even within the various schemes so commendably mentioned.

This leads inevitably to the question of the value of these talks to parents. In practical terms, the omission of the school situation limits the material to parents of newly-born or young adult mentally handicapped people. Neither group provides a focus for the sort of material, as the first are in need of personal, if not pastoral, attention and the second would seldom come together to consider simply one aspect of their daughter or son's abilities.

The fault is not irremedial however. It could be complemented by a further set which deals with the crucial years of the child in the special school where the speech therapist is a member of a team including such professionals as psychologists, psychiatrists, parents themselves, social workers and the teacher. The special school (or unit attached to an ordinary school which is prepared to take in children with severe learning needs) has an accountable obligation to provide an overall language policy which is both relevant to the learning needs of the child and attuned to what can be expected from the child in developmental terms.

I cannot resist a particularly invidious mention of the school situation in the text; "Samantha and Stephen are playing at 'schools', Stephen obediently goes to sleep when 'teacher' Samantha tells him to". Perhaps the team of therapists from Warwickshire who helped devise this material should visit a few schools and at least wake the poor pupils up. Yet despite this oversight, this latest production from Camera Talks has achieved an almost faultless balance of colloquial informality and uncondescending technical precision.

Duncan McGibbon

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SHELL FILM LIBRARY

MEDIA

World map / 10th century / Cottonian MS

A medieval world

James Bromwich takes pleasure in the latest series of 'The Making of Britain'

The Making of Britain
Second series, 12 programmes
Channel 4, Saturdays 1.30pm.

It is a real pleasure, and something of a surprise, to see a second series so significantly better than its predecessor. The fundamental approach of *The Making of Britain* remains unchanged, yet it is now fully justified.

Gone is the formal lectern, along with the small uncomfortable-looking audience. Instead, the basic format of lecturer and audience has been both relaxed and vitalized by two simple changes. The speaker now talks directly to "us", his television audience, while a real link between ear and eye is provided by a far more extensive use of visual resources illustrating the historical material. Simple well-drawn modern maps contrast with beautiful, decorated manuscripts; Lewis chessmen with the glories of Romanesque and Gothic cathedrals.

The pace is fast and occasionally points might be missed, but it is forgivable because it is so rare to be able to relish an expert putting ideas and evidence together into a coherent whole for nearly half an hour.

It is also inevitable when a different academic tackles each of the 12 topics covered in the series that there will be variations in attention-holding, as with any lecture. However, by displaying what television can do most effectively, a well-chosen illustration can stimulate new interest in what is being said rather than how it is delivered. A minor stutter becomes a minimal distraction not a major stumbling block.

This series deals with the Middle Ages. Although it looks at the development of Britain, the perspective is European. Professor Warren's opening programme set the tone. It gave a sense of drama and breadth as he discussed a medieval world map as "a map of the mind": a neatly-structured picture with Jerusalem at the centre and Britain on the periphery. A vision, obviously not accurate geographically, but true to a sense of the coherence of Christendom.

Subsequent programmes continue to stress Britain in an international context. "Magna Carta and the King's Rule" concentrated more on England, but then the long-term contributions of the Charter to our concepts of law and government spread far beyond Britain. Dr Anne Duggan's examination of the great cultural and religious flowering in the 11th, 12th and 13th centuries brought out not just the achievement of British scholars or cathedral builders, but their interactions with France, Italy and Spain (Arab and Christian). We have not only Cambridge, but Paris, Bologna and Cordoba.

There are no foreign lecturers this time. They might have added a pertinent outlook, once again, to such topics as the role of warfare in the evolution of government or the significance of the social and heretical movements that convulsed the 14th century. Still, this is a minor criticism and no doubt the result of restricted television budgets.

It is difficult to decide who is the target audience for a series of this kind, put out at 1.30pm on a Saturday. Does it suggest that the more confident touch of the producers is not supported by the programmers? It would be perfect for sixth formers studying A level history and good for many general history courses (while some of the material would be stimulating for good fifth year students). At its current timing they should be directed to the series.

briefings

radio & tv

For schools

SEEING AND DOING
(Mon 11.02, Thurs 10.06, ITV)
"Channel Crossing", the first of two programmes, features the port of Dover. Six and seven-year-olds learn about the movement of freight and investigate ways of crossing the Channel.

RADIO HISTORY 11–14
NB (Monday-Wednesday, 00.30, VHF4)
"America in the Nineteenth Century" begins with a radiovision introduction, followed by in-depth studies of immigrants, homesteaders, the railroad men and a millionaire.

MATHSCORE 1
(Tuesday 9.48, BBC2)
Axes and grids, this week's topic for 9 to 11 year-olds, helps them "Get Co-ordinated!"

GOOD HEALTH
(Tuesday 11.32, ITV)
What sort of problems do children have? Can they help one another? What can be done about bullying? "Problem Page" shows 9 and 10-year-olds the results of a survey carried out for a school magazine.

RADIO HISTORY 14–16
NB (Wednesday, 00.50, Thurs, Fri 00.30, VHF4)
An examination of the developments inside Russia between 1900 and 1945. Deals specifically with the revolution and compares life under the Tsar with that under Stalin.

SCENE
(Thurs 10.34, Fri 14.00, BBC2)
"Death in the Family" is a documentary for 14 to 16-year-olds about the rites and rituals surrounding funerals. Investigates the effect of a death in the family and what is done to come to terms with it.

NEAR AND FAR
(Thursday 11.05, BBC2)
"Earth in Action" is a unit of two programmes about earthquakes and volcanoes. Nine to 11-year-olds find out why volcanoes exist and what makes earthquakes occur. They consider the global pattern of volcanic and earthquake activity and the evidence of such activity in Britain.

MODERN CHINA
(Friday 11.39, ITV)
What are the beliefs shaping China's attitudes today? This programme shows that Communism is only one of the series of beliefs which still maintain a great social, political and cultural influence.

SOUNDS, WORDS AND MOVEMENT
(Friday 14.25, VHF4)
This series for 7 to 11-year-olds who have special educational needs devotes the rest of the term to the story of "The Ice Dragon" by Oliver Postgate.

Continuing education

THE STATE OF THE VATICAN
(Tuesday 20.30, Radio 4)
Bernard Jackson investigates what lies behind the façade of the Vatican, concentrating on the conflicts between modern society and medieval beliefs, and the religious and secular activities of the church.

DESIGN MATTERS
(Thursday 23.00, C4)
A new series looking at how our surroundings affect our lives begins with a study of image and identity, the language of clothes.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 3rd March 1985.

Sunday 3rd March
17.30 The Business Programme *fee code F*
22.15 City General: It Promised So Much *fee code B*
Tuesday 5th March
15.45 Years Ahead *fee code B*
Wednesday 6th March
18.30 The Living Body: Coming Together *fee code E*
Friday 8th March
16.00 Built in Britain: A Stone's Throw From the Beach *fee code B*
19.30 Right To Reply *fee code A*
20.15 A Week In Politics *fee code B*
Saturday 9th March
13.00 Everybody Here III *fee code C*
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 62469 24

SCHOOL RADIO
Topic Songbook
BBC Radio 4 VHF
Wednesdays 11.55 until March 20.

Topic Songbook is aimed at six to nine-year-olds and presents original songs with a scientific theme to cheerful piano, percussion and occasionally wind and brass accompaniments. (Songs in the second half of the series will be concerned with "Food" – with a special appeal for different ethnic groups – "Pat a chapati" is one title.)

Song topics so far have included aerodynamics, changes (from cloudy to clear, seed into plant, quiet to loud, happy to sad), fire, water, animals, sounds and speed. Colourful and technical vocabulary are imaginatively fused in the lyrics: furnace, inferno, condensation; propellor, sycamore, parachute. Synonyms underline the parallels between natural and human-made objects such as dragonflies and aeroplanes. Children are encouraged to notice novel ways of applying scientific principles in everyday life: "Roll a marble down a slide; roll it down a hosepipe. How fast does it go?"

The songs – two or three in each programme – were written by producers Peter Hutchings and Albert Chatterley, with words by Sarah McNeill. They are obviously designed to extend children's vocabularies and imagination as well as to convey scientific information. In this aim they are greatly helped by the excellent articulation and clear musical phrasing of the young girl soloists – pupils of Kingsmead Comprehensive School.

Given the excellence of the material, and also its density of information, it seems a pity that each programme lasts only five minutes. This is barely time to capture attention, hold it and then reinforce the messages of the songs. One has hardly sat down, tuned the radio and relaxed to listen when the programme is over. Since the aim of the songs is educational, some repetition to aid memory would have been beneficial, or the themes could have been elaborated in a greater number of songs. Doubts are often expressed about young children's ability to concentrate – but most of the primary school children I know can remain tuned in to headphones for the length of whole LPs and be completely absorbed. It's unfortunate that these attractive songs could not be given a more generous showcase.

For those who might have missed the programmes but would like to hear the songs again, the words and music are available in printed form from the BBC School Radio Service. These particular songs are not on cassette – but much other musical and informational material is. Radio Shop's catalogue can be obtained by sending a large sae to Radio Shop, School Radio Information Office, Broadcasting House, London W1A 1AA.

Maire Messenger Davies

Science verses art

Foreign affairs

SCHOOLS TELEVISION/RADIO
La belle vie
ITV, Mondays 11.38am
Partner
ITV, Tuesdays 10.37; Fridays 10.26am
France actuelle
BBC1; Sundays 10.55am; Saturdays 7.40pm.

Teachers looking for authentic French television materials with a literary flavour for sixth forms will be delighted with *La belle vie*. Jean Anouilh was apparently approached by Antenne 2 in France to write a television play. The idea didn't appeal to him, but he handed over a script to the producer, saying he was welcome to it.

La belle vie was subsequently shown on French television and now has its "premiere" in Britain. It is set in Munich at the time of the 1919 uprisings. An aristocratic family, threatened with the firing squad, is reprieved to act out their lives in a museum, with daily performances for the public of how things used to be.

Thames have arranged for a showing of this amusing piece, acted out by internationally known members of the Comédie Française. To help bridge the language gap and make the plot more accessible, each episode is preceded by a short studio discussion led by Jacky Simon. Here the actors explain in somewhat simpler French the roles and actions in which they are about to become involved. This is a neat and attractive device which works well.

It is a pity that publications are not yet available, but an interim script (£1.50) will be sent out to interested teachers and a "Final Book" (£3.50) is scheduled for July.

The same problem afflicts *Partner*, the new ITV German series, with a temporary transcript (£1.50) available shortly and a video book (£3.50) due out in July.

Partner should not be confused with the series of the same name transmitted last year and earlier this term. Based on a magazine format of programmes such as *Saturday SuperStore*, it aims to create a television club. Pupils can write off for badges, request penfriends and get involved in quizzes and puzzles.

The programmes are fast-moving, recorded entirely in German and cover a lot of ground – short interviews with a studio audience, extracts from German television, short documentary films and an on-going portrait of a German teenager.

British pupils brought up on the relaxed style of professionals like Noel Edmonds, will probably find the two German presenters a bit wooden. However, there is a richness of material, topic and format that makes *Partner* appropriate for motivating classes in about their third year of German.

There are plans to tie the series in with an integrated graded objectives course soon to be published by Longman, and it will be interesting to see how far the linguistic content of the programmes can then be exploited. For the time being, teachers have to produce their own reinforcement and constructive viewing activities.

A new BBC series, *France actuelle*, aims ostensibly to reinforce the documentary themes which cropped up in the recent beginners' series, some of the locations, there is little connection with the original programmes.

When Joe Brown launched the French learning trilogy, an explicit aim was to attract a new stratum of adult learners, principally those who were genuine beginners with no considerable academic background. Using cinema interviews with sociology lecturers, nuclear scientists and the mayor of Grenoble, the intermittently subtitled language here would test most degree students, as the discussion ranges over the role of a university, art galleries and housing problems.

If *France actuelle* had been well for advanced learners with an academic interest in France, it could have worked well with a presentation all in French; if it genuinely sought to appeal to non-academic first-time learners, it should have used simpler language and more human topics. As it is, it falls firmly between two stools.

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Nursery Education

Headships

BERKSHIRE
BAYLIS COURT NURSERY SCHOOL
Oatlands Drive, Slough SL1 3HS
NOR: 80 PT equivalent
Required for September 1985 a Headteacher for this Group 2 Nursery School.
Application form and further details from the Director of Education, (Ref: PS), Shire Hall, Shinfield Park, Reading, Berks, RG6 2AR.
Closing date: 18th March.
An Equal Opportunity Employer. (40768) 100010

Other Appointments

AVON COUNTY
ILMINSTER AVENUE NURSERY SCHOOL
Ilminster Avenue, Knowle West, Bristol BS4 1EX
Required for 15th April 1985, nursery trained teacher with an interest in curriculum development and an ability to work in a team.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (40105) 100036

AVON COUNTY
ILMINSTER AVENUE NURSERY SCHOOL
Ilminster Avenue, Knowle West, Bristol BS4 1EX
Required for 15th April 1985, nursery trained teacher with an interest in curriculum development and an ability to work in a team.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (40105) 100036

BOLTON
METROPOLITAN BOROUGH OF BOLTON
ST. THOMAS C.E. (AIDED) PRIMARY SCHOOL
Molyneaux Road, Haulgh Bolton
Required from 15th April 1985 or as soon as possible thereafter, Nursery Teacher Scale 1 to work as part of a team with the Head of Unit and Nursery Nurse. A practical Christian would be preferred.
Application forms are available from the Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW and should be returned to Mr. F. Parr, 270 Park Road, Westhoughton, Bolton by 13th March 1985. (39005) 100036

CAMBRIDGESHIRE
(Equal Opportunity Employer)
COLLEGE NURSERY SCHOOL
Required for September or as soon as possible thereafter NURSERY TEACHER Scale 1 to join a happy team. Experience an advantage but not essential. Commitment to parent and community involvement an advantage.
Full school application forms from the Head Teacher, Campkin Road, Cambridge CB4 2LD (0223) returnable by 15th March. (40810) 100004

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Applications are invited for a Nursery Teacher post at Pinglestone under Infant Scale 1. (40084) 100036

HILLINGDON
LONDON BOROUGH OF HILLINGDON
CHERRY LANE INFANT SCHOOL
Sipson Road, West Drayton, Middlesex UB7 0DL.
(Headteacher: Mrs. J.A. Fitzgerald)
Required for April 1985 an experienced teacher for a 40 place Nursery Unit.
The appointment is initially for two terms to cover maternity leave but there is, however, the possibility of a permanent contract and a Scale 2 post for a teacher displaying qualities of team and curriculum leadership.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex, (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 13 March 1985.
Outer London Allowance Payable. (39805) 100036

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
BURLINGTON INFANT SCHOOL
Burlington Road, New Malden, Surrey KT3 4LT
Tel: 01-949 1566
No. on roll: 310
Required for September 1985 an enthusiastic teacher to be responsible for a class in the Nursery Unit.
Will involve working in a team consisting of two teachers and three N.N.E.B. assistants.
Visits to the School welcomed.
Scale 1 post. London Allowance £678.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (see below) returnable by the Headteacher by 15 March 1985. (39803) 100036

LONDON BOROUGH OF ENFIELD
Applications are invited for the following posts:
Nursery Teacher, Scale 1 (Ref. 1/85)
Nursery Nurse (Ref. 2/85)
Closing date: 15th March 1985.
Application forms and further details from the Director of Education, Civic Centre, Silver Street, Enfield, Middlesex EN1 3XA. (39804) 100036

ilea Inner London Education Authority

The Authority would be pleased to receive applications from suitably qualified teachers, for spring and summer term vacancies, who have completed their teacher training for Scale 1 permanent, temporary, and supply posts in the following subject areas:

NURSERY INFANTS

In Secondary, teachers in the following subjects are required:

BUSINESS STUDIES (Office Skills)
CHEMISTRY
DESIGN & TECHNOLOGY
ENGLISH
ESL
HISTORY
HOME ECONOMICS
MATHEMATICS
MUSIC
PHYSICS
REMEDIAL

Posts in the Authority's teaching service carry an Inner London Allowance of £1038 in addition to the Burnham salary. A number of Permanent Cover Teacher Posts are also available in Nursery, Primary, Design and Technology, Home Economics, Mathematics and Science.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 7830 or 01-633 2101.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER 8182

HEADTEACHER
BOUNDSTONE NURSERY SCHOOL, Boundstone Lane, Lancing. (Group 2)

Required for this County maintained Nursery School.

Purpose built 70 place accommodation which children attend part-time.

Details and application form from Education Officer for Area, 15 Mill Road, Worthing, on receipt of s.s.a.e.

Closing date: 20th March, 1985 (14084)

west sussex

Bedfordshire Education Service

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools. Required for September 1985.

Great Barford Lower School
Silver Street, Great Barford,
Bedford MK44 3JJ
Group 2
Estimated number on roll September 1985 – 80 children aged 5-9 years.

Dallow Infant School
Dallow Road, Luton LU1 1LY
Group 4
Estimated number on roll September 1985 – 258 children aged 5-7 years.

St. Mary's Lower School
Rooktree Lane, Stotfold,
Hitchin SG5 4NN
Group 4
Estimated number on roll September 1985 – 153 children aged 5-9 years.

Swallowfield Lower School
Weathercock Lane, Woburn Sands,
Milton Keynes MK1 2DW
Group 4
Estimated number on roll September 1985 – 189 children aged 5-9 years.

Linslade Lower School
Leopold Road, Linslade,
Leighton Buzzard LU7 7QU
Group 5
Estimated number on roll September 1985 – 362 children aged 5-9 years.

There is also a 40 place Nursery Unit attached.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford, Closing Date: 8th March 1985

The Council is an equal opportunity employer. (10853)

Bedfordshire

Education

Head Teacher

Ranby C.E. (Controlled) Primary School, Blyth Road, Ranby, Retford, Notts. DN22 8HZ

The vacancy is created by the appointment of the Head Teacher to another post within the Authority.

Number on roll: 34 Salary Group: 1

Vacant; Now to be filled as soon as possible.

Qualified teachers are invited to apply for the above headship to serve a minimum of 3 years and a maximum of 5 years, transferring to normal unattached duties (Scale 3) thereafter.

It is now the Authority's policy not to fill Headships of this size by a permanent appointment to the school.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.

Closing Date: 15th March, 1985 (9194)

Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7QP

COMMUNITY EDUCATION DEPARTMENT

HEAD TEACHER

ECCLESTON LANE ENDS (CONTROLLED) PRIMARY SCHOOL – (Group 5)

Applications are invited from suitably qualified and experienced teachers for the above mentioned post to take effect from September, 1985.

Further details and application forms are available from The Director of Community Education, Community Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN. A stamped addressed foolscap envelope required in all cases. Completed applications should be returned to the Director of Community Education by Monday 25th March, 1985.

As part of the Council's Equal Opportunity policy, applications are welcome from people regardless of disability, marital status, race or sex. (14072)

St Helens
METROPOLITAN BOROUGH

NURSERY EDUCATION
continued

LONDON
SECRETARY/ORGANISER
Interesting, responsible, position with progressive educational charity, working on behalf of children 0 – 5 yrs. old, in Central London office. Varied duties including liaison with branches, servicing committees, providing information to enquirers. Efficient, friendly person who will enjoy a challenge. £6,000 per an.
Reply to Secs, 97 Beeches Rd, Chelmsford CM1 3RZ. (0245 2639251. (28063) 100026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
TEACHING POST
97, WINEFRIDE'S R.C. INFANT SCHOOL,
Pembroke Road, Bootle L20 7AY
TEMPORARY NURSERY CLASS TEACHER (SCALE 1)
(required immediately, possibly until November to cover for maternity leave)
Applicants should be suitably qualified and/or experienced.
SPA allowance payable.
Previous applicants will automatically by considered.
Application forms and further details are available on receipt of s.a.e. from the Headteacher at the school to whom completed forms should be returned by 8th March, 1985. (40424) 100026

Primary School Education

Headships

AVON COUNTY
1. ST BARNABAS C.E. V.C. PRIMARY SCHOOL,
Albany Road, Montpelier, Bristol BS6 5LQ.
Salary in accordance with Group 4. Vacancy from 1st September, 1985.
A multi-racial, inner-city primary school with nursery class provision. Built in 1981, the school is designed for community use and applicants should be capable of developing the community aspect of the school.
Applications from the ethnic minorities will be welcomed.
RE-ADVERTISEMENT. (26378) 110010

BARNET
LONDON BOROUGH
Required September 1985
BRICKLAND INFANTS SCHOOL
Mill Lane, Childs Green, Barnet EN5 4QT
Roll: 180
HEAD TEACHER - GROUP 3
Applications are invited from suitably qualified candidates.
In approved cases assistance may be given towards the payment of removal expenses and separation allowance.
Application forms and details (s.a.e.) obtainable from and returnable to Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. by 18th March 1985. (39075) 110010

BERKSHIRE
ST. JOHN'S C.E. (CONT) INFANT SCHOOL
West End Road, Mortimer, Nr. Reading
N.O.R. 156
Required for September 1985
Headteacher, Group 3.
Application form and further details from the Director of Education (0), Shire Hall, Reading RG1 3EX. Closing date 13th March.
An Equal Opportunity Employer. (34954) 110010

BEXLEY
LONDON BOROUGH
RE-ADVERTISEMENT
NORTHUMBERLAND HEATH INFANT SCHOOL
Erith, Kent
Roll 315 Group 3
HEAD TEACHER
Applications are invited from appropriately qualified and experienced teachers for the post of Head Teacher of this School. Appointment to commence 1st September 1985.
Previous applicants will be considered.
Application forms available from Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent DA1 4EN, enclosing foolscap s.a.e. Closing date 11th March 1985. (40403) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
BRADWELL COMMON COUNTY COMBINED SCHOOL
HEADTEACHER - Group 6
Required from 1st September 1985, a well qualified, experienced teacher for the Headship of this new purpose built combined school. The school is designed for 480 children in the 5 to 12 age range.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Lee, B.Sc. M.Ed., at the Milton Keynes Area Education Office, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY, on receipt of a foolscap stamped addressed envelope. (40605) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BUCKINGHAMSHIRE COUNTY FIRST SCHOOL
Well Street, Buckingham MK18 1EN
Roll: 195 pupils aged 5 - 9
Group 4
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from September 1985.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.

CUDDINGTON C.E. (VOLUNTARY AIDED) FIRST SCHOOL
Upper Church Street, Cuddington, Aylesbury, Bucks
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Voluntary aided school from September 1985.
Roll: 85 pupils aged 5 - 8.
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.

EAST CLAYDON COUNTY FIRST SCHOOL
St. Mary's Road, East Claydon, Buckingham MK18 2LE
Applications are invited from experienced teachers for the HEADSHIP of this school from September 1985.
Roll: 85 pupils aged 5 - 9.
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further particulars (s.a.e.) for all posts from, and to be returned to: Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR. CLOSING DATE: 18 March 1985 (BS05) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BUCKINGHAMSHIRE COUNTY FIRST SCHOOL
Well Street, Buckingham MK18 1EN
Roll: 195 pupils aged 5 - 9
Group 4
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school from September 1985.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.

CUDDINGTON C.E. (VOLUNTARY AIDED) FIRST SCHOOL
Upper Church Street, Cuddington, Aylesbury, Bucks
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this Voluntary aided school from September 1985.
Roll: 85 pupils aged 5 - 8.
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further particulars (s.a.e.) for all posts from, and to be returned to: Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR. CLOSING DATE: 18 March 1985 (BS05) 110010

EAST CLAYDON COUNTY FIRST SCHOOL
St. Mary's Road, East Claydon, Buckingham MK18 2LE
Applications are invited from experienced teachers for the HEADSHIP of this school from September 1985.
Roll: 85 pupils aged 5 - 9.
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further particulars (s.a.e.) for all posts from, and to be returned to: Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UR. CLOSING DATE: 18 March 1985 (BS05) 110010

BERKSHIRE
ST. JOHN'S C.E. (CONT) INFANT SCHOOL
West End Road, Mortimer, Nr. Reading
N.O.R. 156
Required for September 1985
Headteacher, Group 3.
Application form and further details from the Director of Education (0), Shire Hall, Reading RG1 3EX. Closing date 13th March.
An Equal Opportunity Employer. (34954) 110010

NORTH HARINGEY INFANT SCHOOL
Falkland Road, London N8 0NU.
Tel: (01) 348 0948

HEAD TEACHER
(Group 4)

required for April, 1985 or as soon as possible thereafter.

SOUTH HARINGEY INFANT SCHOOL
Pemberton Road, London N4 1BD.
Tel: (01) 340 7138

HEAD TEACHER
(Group 4)

required for September, 1985

Applications are invited from suitably qualified and experienced teachers for the Headships of these Social Priority Schools.
London Allowance £1,038 payable.
Removal expenses – 100% allowed in approved cases. Further details and application forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 15th March, 1985.

Haringey (9182)
Progress with humanity

METROPOLITAN BOROUGH OF NORTH TYNESIDE
Education Committee

Applications are invited from suitably qualified and experienced teachers for appointment to the following posts for 1st September 1985.

HEADTEACHER GROUP 5 ROLL 277 + 20 place Nursery Unit
JUBILEE FIRST SCHOOL,
Mullen Road,
Wallsend
Tyne and Wear,
NE28 9HA

HEADTEACHER GROUP 5 ROLL 268 + 30 place Nursery Unit
MARINE PARK FIRST SCHOOL,
Marine Gardens,
Whitley Bay.
NE26 1EG

(Re-advertisement)
HEADTEACHER GROUP 4 ROLL 174
SOUTHRIDGE FIRST SCHOOL,
Cranleigh Place,
Beaumont Park Estate,
Whitley Bay.
NE25 9UD

HEADTEACHER GROUP 4 ROLL 168 + 30 place Nursery Unit
WESTMOOR FIRST SCHOOL,
West Moor,
Newcastle upon Tyne.
NE12 0NH

DEPUTY HEADTEACHER GROUP 4 ROLL 86
BURRADON FIRST SCHOOL,
Burradon,
Cramlington.
NE23 7NG

Application forms and further details are available on receipt of a s.a.e. from the Department of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.

'It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.'

North Tyneside

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:—

Ingham C of E Controlled Primary School
(Re-advertisement)
Group 1 Ages 5-9 Number on Roll 24
This is a rural school dating from 1846. Ingham is a pleasant village situated between Bury St Edmunds and Thetford.
The appointment will date from the beginning of the Autumn Term 1985.
Previous applicants who wish to have their applications reconsidered must please write to this effect.

Whitton Infants School, Ipswich
(Re-advertisement)
Group 3 Ages 3-7 Number on Roll 136
The school, which was opened in 1938, serves an area of council housing on the northern outskirts of Ipswich. The school contains a recently opened nursery class with 26 full-time places.
The appointment will date from the beginning of the Autumn Term 1985.
Previous applicants who wish to have their applications reconsidered must please write to this effect.
Further details and application forms are available from the Country Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ, (SAE please) and completed forms should be returned by 15th March 1985. (9130)

Suffolk County Council

London Borough of Croydon
Invite applications for the following

HEADSHIPS

Tenable: 1st September 1985

Elmwood Junior School
Lodge Road, Croydon, Surrey.
Salary: Head Teacher Group 5 plus London Allowance – £678

Norbury Manor Infants School
Abingdon Road, Norbury, London SW16.
Salary: Head Teacher Group 4 plus London Allowance – £678

Woodside Infants School
Morland Road, Croydon.
Salary: Head Teacher Group 4 plus London Allowance – £678

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details obtainable from Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, Surrey CR9 1TP. (Telephone 01-686 4433 Extn 2609) to whom completed applications should be returned by Friday, 15th March 1985. (9208)

PRIMARY HEADSHIPS
continued

DEVON
Please see displayed advertisement on Page 62. (40178) 110010

HAMPSHIRE
SHEET COUNTY PRIMARY SCHOOL
School Lane, Sheet GU32 3AS
Headteacher required September for this Group 5 School.
Further details and application forms available from The Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 28nd March, 1985. (39981) 110010

ilea Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

ASHMOUNT (JM) SCHOOL
Ashmount Road, Hornsey Lane,N19 3BH
Vacant now. Roll 166. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.

ELFRIDA (JM) SCHOOL
Elfrida Crescent, SE8 3EN
Vacant 22 April 1985. Roll 181. Burnham group 4 plus Inner London allowance.

FLEET (JM&I) SCHOOL
Fleet Road, Camden, NW3 2NY
Vacant 1 September 1985. Roll 200 plus 25 p/t nursery. Burnham group 4 plus inner London allowance.

KINGSWOOD (JM&I) SCHOOL
Gipsy Road, (West Norwood), SE27 9RD
Vacant now. Roll 269 plus 30 P/t and 37 p/t nursery. Burnham group 5 plus Inner London allowance.

RIVERSDALE (JM&) SCHOOL
302a Merton Road, (Wandsworth), SW18
Vacant 22 April 1985. Roll 203. Burnham group 5 plus Inner London allowance. The Burnham triennial review is due to take place on 1 April 1986. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may move one group below its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.
Please send foolscap sae for application form and further details of the above posts to Education officer, EO/TS10, Room 262a, County Hall, London SE1 7PB. Closing date for the return of completed forms 15 March.

CHRIST CHURCH, BENTINCK, CE (JM&I) SCHOOL
Cosway Street, NW1 8NS. Tel: 01-723 6116.
Applications are invited for the headship of this primary school. Vacant 1 September 1985. Roll 190. Burnham group 3 plus Inner London allowance. The Burnham triennial review is due to take place on 1 April 1986. Whilst it is not yet possible to give a definite forecast of the group in which it will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.
The governors are seeking to appoint a practising church member who will continue the review of the curriculum initiated so successfully by the present head.
Application forms can be obtained from the school secretary at the school and should be returned to the Chairman of Governors, at the school, by 15 March,.

ST JOHN'S ANGELL TOWN CE (JM&I) SCHOOL
88 Angell Road, Brixton, SW9 7HN. Tel: 01-274 4847
The governors invite applications from suitably qualified and experienced teachers for the headship of the school which will become vacant on 22 April 1985, following the retirement of the present headteacher. Roll 180 plus 50 p/t nursery. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.
Practising Anglican communicant essential. Open plan building.
Application forms obtainable from the school, to be returned to Chairman of Governors, 49 South Street, W1 by 22 March 1985.

OUR LADY RC (JM&I) SCHOOL
Copenhagen Place (Salmon Lane), E14 7DA.
Tel: 01-987 1798
Applications are invited from suitably qualified and experienced teachers for the headship of the above school. The governors are seeking to appoint a practising Catholic with appropriate qualifications and experience in primary education. Vacant now. Burnham group 2 plus inner London allowance. The Burnham triennial review is due to take place on 1 April 1986. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.
This is a re-advertisement and previous candidates will automatically be considered. Visits welcome, application forms and further details are available from and returnable by 18 March, to Rev. P. Day, Chairman of Governors, 638 Commercial Road, Limehouse, E14 7HS.

OUR LADY OF THE ASSUMPTION RC(I) SCHOOL
Bonner Road, Bethnal Green, E2 9JY.
Applications are invited from suitably qualified and experienced teachers for the headship of this school. Vacant now. Roll 140. Burnham group 3 plus inner London allowance. Applications should be from practising Roman Catholics who hold the Catholic Teachers' Certificate. A nursery class and extension are soon to be built. NJS.
Application forms are available from — Sister Mary John Beeston-Bell, Clerk to the Governors, 44 Stafford Cripps' House, Globe Road, London E2 0LN. Closing date 15 March.

OUR LADY QUEEN OF HEAVEN RC(M&I) SCHOOL
Victoria Drive, SW19 6AD.
Applications are invited from suitably qualified and experienced teachers, who must be practising Roman Catholics, for the post of headteacher which will become vacant on 22 April 1985 following the transfer of the present head to another headship. Roll 208. Burnham group 4 plus inner London allowance.
Application forms may be obtained from the Clerk to the Governors (at the above address), to whom they should be returned by 18 March 1985. Shortlisting meeting to be held on 18 March.

ROSARY RC (JM&I) SCHOOL
238 Haverstock Hill, Hampstead, NW3 2AE.
Headship. In September 1985 the above school becomes a JM&I as a result of the amalgamation of the present Junior and Infants Schools located on the same site. Burnham group 5 plus Inner London allowance. Estimated roll 250 plus 45 P/t nursery pupils. Applications are invited from suitably qualified and experienced teachers, who must be practising Roman Catholics, for the headship of this newly formed school.
Application forms and further details may be obtained from the Clerk to the Governors (at the above address), to whom they should be returned by 14 March.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (9163)

CAMBRIDGESHIRE
SOUTHFIELDS INFANT SCHOOL
Stanground, Peterborough PE8 6PU
Required for September 1985:-
Head Teacher Group 4.
This school includes provision for children with special educational needs.
Possible housing assistance.
Further details and application forms available from the Senior Area Education Officer, Touthill Close, City Road, Peterborough PE1 1UA, s.a.e. first class. Closing date 22nd March, 1985. (34825) 110010

CUMBRIA
COUNTY COUNCIL
ST. MARY'S R.C. SCHOOL
Holme Head, Saltcoats, Workington CA14 5LN
Voluntary Aided. Mixed 4 - 11. NOR 80. SPA Allowance payable.
Required for September 1985 a practising Roman Catholic to be Head of this Group 3 School.
Application forms and further details from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SD. Completed forms to be returned to Rev. V.W. Probert, St. Mary's Priory, 58 Church Road, Harrington, Workington, Cumbria CA14 5QA by 15th March 1985. (Sae please). (40720) 110010

CUMBRIA
COUNTY COUNCIL
RE-ADVERTISEMENT
BLENNERHASSET SCHOOL
Blennerhasset, Carlisle (County Miles 8 - 11 NOR 24)
Required for September 1985 a HEAD for this Group One School.
Application forms and further details from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SD (S.A.E. Please) to whom completed forms should be returned by 15th March 1985.
Previous applicants will receive full consideration. (34380) 110010

CUMBRIA
COUNTY COUNCIL
BLENNERHASSET SCHOOL
Blennerhasset, Carlisle (County Miles 8 - 11 NOR 24)
Required for September 1985 a HEAD for this Group One School.
Application forms and further details from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SD (S.A.E. Please) to whom completed forms should be returned by 15th March 1985.
Previous applicants will receive full consideration. (34380) 110010

HAMPSHIRE
NEWTOWN ROBERTON COUNTY INFANT AND 1ST YEAR JUNIOR SCHOOL
Newtown, Nr. Fareham, Hants. PO17 6LJ
Headteacher required September for this Group 2 School.
Further details and application forms available from The Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 28nd March, 1985. (29379) 110010

HAMPSHIRE
BINSTEAD C.E. (Cont) PRIMARY SCHOOL
Binstead, Nr. Alton GU34 4NX.
Headteacher required September for this Group 2 School.
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester, on receipt of a foolscap stamped addressed envelope.
Closing date for completed application forms 22nd March, 1985. (29280) 110010

HEREFORD AND WORCESTER
COUNTY COUNCIL
(Re-advertisement)
RONKSWOOD INFANTS SCHOOL
Canterbury Road,
Worcester WR2 1NG

Required from September, 1985, a Teacher for this Group 3 School.

Application forms and further details of post are available from the County Education Officer (SSW/J/11), County Education Office, Castle Street, Worcester WR1 3QA (foolscap stamped addressed envelope is required).

Closing date 15th March, 1985. 110010
(40687)

HERTFORDSHIRE
THE LEA (JMI) SCHOOL
Moorland Road, Harpenden, Herts AL5 4LE
Group 3
Required for September, 1985 Head (Group 3) for this semi open-plan school.
Further details and application form available from the Divisional Education Officer, Divisional Education Office, County Council Offices, Civic Centre, St. Albans, Herts. AL1 3JZ. S.a.e. please. (40882) 110010

HERTFORDSHIRE
BARKWAY (V.A.) FIRST SCHOOL
High Street, Barkway, Nr. Royston, Herts. SG8 8EF
Number on roll: 45
Applications are invited for the Headship of this Group 1 School, catering for children aged 4 - 9. The vacancy arises from the 1st September 1985 following the retirement of the present Headteacher.
Further details and application forms available from the Divisional Education Officer, Cranmer School Walk, Hitchin, Herts SG5 2JW. Please enclose s.a.e. Closing date: Wednesday 20th March, 1985. 110010
(40879)

HERTFORDSHIRE
NEWTOWN JM/BRIARS LANE INFANT SCHOOL
Briars Lane, Hatfield
Applications are invited for the Headship of this newly amalgamated school from 1st September 1985.
Removal expenses of up to £3,150 payable in approved cases.
Further details and application form from Divisional Education Officer, The Woodcroft Centre, The Commons, Welwyn Garden City AL7 4RZ. (40880) 110010

HERTFORDSHIRE
NEWTOWN JM/BRIARS LANE INFANT SCHOOL
Briars Lane, Hatfield
Applications are invited for the Headship of this newly amalgamated school from 1st September 1985.
Removal expenses of up to £3,150 payable in approved cases.
Further details and application form from Divisional Education Officer, The Woodcroft Centre, The Commons, Welwyn Garden City AL7 4RZ. (40880) 110010

HILLINGDON
LONDON BOROUGH OF HILLINGDON
CHARVILLE JUNIOR SCHOOL
Bury Avenue, Hayes, Middlesex UB4 8LF

Required for September 1985, a Head Teacher for this Group 4 school.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50431, ext 251). Completed forms should be returned as soon as possible and in any case not later than 15 March 1985.

Outer London Allowances Payable. (39951) 110010

HUMBERSIDE
EDUCATION COMMITTEE
Required for September 1985 for the following schools:
BEVERLEY ROAD INFANTS SCHOOL
Scunthorpe, South Humberside
Group 3. N.O.R. 210. Age range 5 - 7.
CROSBY JUNIOR SCHOOL
Frodingham Road, Scunthorpe, South Humberside
Group 3. N.O.R. 283. Age range 7 - 11.
Application forms and further particulars are obtainable, upon receipt of a large, stamped addressed envelope, from the Director of Education (HQ, Staffing), County Hall, Beverley, North Humberside HU17 9BA to whom completed forms should be returned not later than Friday, 8th March, 1985. (40714) 110010

MANCHESTER
CITY COUNCIL
EDUCATION DEPARTMENT
ST. DUNSTAN'S PRIMARY SCHOOL
Edale Avenue, Moston, Manchester M10 9PA
GROUP 4 211 113 - £13,362
HEADTEACHER
required from September 1985 for this one-form entry R.C. Primary School (Aided). The school has a 30 place Nursery.
Application forms and further particulars from the Chief Education Officer (SS/JO'B), Crown Square, Manchester M60 3BB. Application forms to be returned to Rt. Rev. Mgr. John Allen, St. Dunstan's Presbytery, Moston Lane, Moston, Manchester M10 9PA by March 15 1985.
AN EQUAL OPPORTUNITIES EMPLOYER (40120) 110010

Norfolk

EDUCATION SUPPORT GRANTS

CO-ORDINATOR
Of Rural Primary School Projects

To assist the Authority with the development of rural primary school projects in the County, with special reference to the D.E.S. Education Support Grant scheme: "Improving the Quality of Range of Curriculum Provided in Primary Schools in Rural Areas".
Salary: £9,918 – £13,395 (Burnham Senior Teacher)
Applications are invited from persons with experience of rural primary school education at Headship level.

IMPROVING THE QUALITY OR RANGE OF THE CURRICULUM
PROVIDED IN PRIMARY SCHOOLS IN RURAL AREAS

GROUP CO-ORDINATORS
(3 posts)

Salary: £10,455 – £11,535 (Burnham Headteacher Group 3)

Group co-ordinators will work with groups of schools and will assist those schools in developing significant initiatives in curricula and methodology. Applicants should be enthusiastic and experienced teachers in rural primary schools who have the ability to lead curriculum thinking and implementation.
Norfolk is one of the small number of Local Authorities approved by the D.E.S. for funding under Education Support Grant arrangements.
The appointments will be from 1st September 1985.
Please send s.a.e. for application form and further details to County Education Officer, Room 32, County Hall, Martineau Lane, Norwich, NR1 2DL.
Closing date: March 15th, 1985 (14085)

HEADTEACHER

Required September 1985.

Applications are invited from suitably qualified and experienced Teachers for the following Headship.

Gt. Waltham C. of E. (Controlled) Primary School (Group3), Gt. Waltham, Chelmsford.

Generous relocation allowances scheme.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 22nd March, 1985.

ESSEX County Council (14089)

BARCLAY JUNIOR SCHOOL, Canterbury Road, Leyton, London E10 6EJ
Required for September

Head Teacher

Group 6 £12,888 – £14,184 plus Outer London Allowance
Roll – 435 (approx)

A suitably qualified experienced and enthusiastic teacher required for the Headship of this junior school.

Application form (and further details) available on receipt of sae from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E10 5QJ.
Closing date: 18th March 1985 Ref. P4/215 (14090)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

Surrey County Council

FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY. Generous relocation expenses in approved cases. Assistance with temporary housing may be available.

HEADSHIPS

BEADLES LANE COUNTY FIRST SCHOOL, OXTED
HEAD TEACHER required from the commencement of the Autumn Term 1985 for this Group 2 County First School for pupils aged 5-8 years. The school also has a 40 place Nursery School.
NOR (January 1985) 41. Salary scale £9,990 – £11,073 p.a.

TATSFIELD COUNTY FIRST SCHOOL
HEAD TEACHER Re-advertisement required from the commencement of the Autumn Term 1985 for this Group 2 County First School for pupils aged 5-8 years.
NOR (January 1985) 75. Salary scale £9,990 – £11,073 p.a.
Application form and further details for both these posts available from:- Area Education Officer, 123 Blackborough Road, Reigate, Surrey, RH2 7DA.

PRIMARY HEADSHIPS
continued

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MORDEN PRIMARY SCHOOL
London Road, Mordon, Surrey SM4 5PX
Age Range: 3 - 9 years
No. on Roll: 146
Required from September 1985, a HEADTEACHER for this Group 3 Primary School which takes children from 3/9 years.
CLOSING DATE: 22nd March, 1985.
Application forms and further particulars of the post are available from The Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose stamped addressed envelope. (29026) 110010

NORTHAMPTONSHIRE
BODDINGTON C E PRIMARY SCHOOL
Upper Boddington, Daventry, Northants. NN11 6DL

APPOINTMENT OF HEAD TEACHER. GROUP 2

Required for September 1985, experienced teacher as Head of this rural primary school situated in the South-West of the County on the border of Warwickshire. Number on roll at present - 57.

Closing date - 15th March.

Details and forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (40765) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
KNOCKHALL COUNTY PRIMARY SCHOOL
Eynsford Road, Greenhithe DA9 9HR
APPOINTMENT OF HEAD TEACHER
Group 4 Roll 204
Appointment to take effect from September 1985.
Application forms and further details available from the Divisional Education Office, Essex Road, Dartford DA1 3AZ (sae please) to whom they should be returned by 22nd March 1985.

TONBRIDGE AND MALLING DIVISION
EAST PECKHAM COUNTY PRIMARY SCHOOL
Pound Road, East Peckham, Tonbridge TN12 5LH
APPOINTMENT OF HEAD TEACHER
Group 2 Roll 295 (Spring Term 1985)
Required for September 1985.
Application form and further details available from the Divisional Education Officer, 193 High Street, West Malling, Maidstone ME19 6NE (SAE please) to whom they should be returned by 15th March 1985.

SLADE COUNTY PRIMARY SCHOOL
The Slade, Tonbridge TN10 3AB
APPOINTMENT OF HEAD TEACHER
Group 3 Roll 290 (Spring Term 1985)
Required for September 1985.
Application form and further details available from the Divisional Education Officer, 193 High Street, West Malling, Maidstone ME19 6NE (SAE please) to whom they should be returned by 15th March 1985.

SHEPWAY DIVISION
ELEAM CE (AIDED) PRIMARY SCHOOL
Elham, Canterbury, Kent CT4 6TT
APPOINTMENT OF HEAD TEACHER
JM & II (Group 2 subject to review April 1985) Roll 81
A committed Christian is required for the Autumn Term 1985.
Application form and further details from the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2SG (SAE please) to whom they should be returned by 15th March 1985. Re advertisement: Previous applicants will automatically be considered. (40406) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointments:
SNAPE COUNTY PRIMARY SCHOOL
Nr. Bedale
(Group 1)
Please send stamped addressed envelope for application form and details to the Secretary to Education Officer, County Hall, Northallerton DL7 8AE to whom completed forms should be returned by 15th March 1985. (34886) 110010

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL

THE PRIORY C.E. PRIMARY SCHOOL
Trinity Street,
Birkenhead, Wirral L41 4BJ

Required for 1st September, 1985 HEADTEACHER for this Group 4 C.E.P.S. School. Applications are invited from experienced teachers who are practising communicant members of the Church of England.

Application forms and further details are available upon request from the Director of Education, Municipal Buildings, Cleveland Street, Birkenhead, Wirral L41 6NH. Completed applications should be returned to The Correspondent Governor, Rev. S. Statham, St Anne's Vicarage, 47a Ashville Road, Birkenhead, Wirral L41 6AV, by Monday 18th March, 1985.
(34185) 110010

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

SS. PETER AND PAUL'S ROMAN CATHOLIC (AIDED) PRIMARY SCHOOL

HEADTEACHER

The Governors are seeking to appoint a practising and committed Roman Catholic with appropriate qualifications and experience in Primary education.

The vacancy is created by the amalgamation of the existing S S. Peter and Paul's Junior and Infants' Schools in a new building now under construction.

The post is tenable from 1 September 1985.

The salary is Burnham Group 6 and the number on roll is approximately 450.

Application forms and further details are obtainable from the Director of Educational Services, 255/259 High Road, Ilford, Essex IG1 1NN (Tel: 478 3030, Ext. 193) to whom they should be returned by Friday 15 March 1985. (35152) 110010

RICHMOND UPON THAMES
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(39254) 110010

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EDUCATION DEPARTMENT
URBAN PROGRAMME SUPPORT GRANTS.
IMPROVING THE QUALITY OF EDUCATION PROVIDED IN PRIMARY SCHOOLS IN URBAN AREAS
PROJECT CO-ORDINATOR S.S.O. GROUP 6
This project which will extend over three years will focus on the primary schools in the Borough together with two control schools.
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The appointment will be for the three year duration of the project, and the authority will seek at the conclusion of the project to offer a suitable permanent appointment.
Application forms and further details obtainable from the Director of Education, P.O. Box 56, Civic and Civic Centre, Sunderland SR1 1DN or on receipt of a stamped addressed foolscap envelope, to be returned to him by 22nd March 1985. (40711) 110010

Deputy Headships
Second Masters/
Mistresses

AVON COUNTY
TWERTON-ON-AVON COUNTY (VA) SCHOOL
Pentlocal Road, Twerton, Bath BA2 1QR
Required from 1st September 1985, Deputy Head (Group 4). A suitably experienced and enthusiastic teacher is sought for this infant school which has an attached nursery class. Applicants with a particular interest in Mathematics and Science particularly welcomed.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, including any Avon is an equal opportunities employer.
(40104) 110012

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HAWKRIDGE PRIMARY SCHOOL
Hawkridge Way, Lower Earley, Reading, Berks.
N.O.R.: 80 (extending to 140)
Required April/September Deputy Head Teacher, Group 4. An early start as successful applicants present commitments allow, for this new Group 4 primary school on the Lower Earley Housing Development.
Application form and further details from the Headteacher (s.a.e. please). Closing date: 15th March 1985.
AN EQUAL OPPORTUNITY EMPLOYER.
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BERKSHIRE
WHITE WALTHAM C.E. (CONTROLLED) PRIMARY SCHOOL
Waltham Road, White Waltham, Maidenhead, Berks. SL6 3SG
N.O.R. 100
Required for September, 1985 DEPUTY HEAD TEACHER for this Group 2 School. Experience in Computer Studies and Science Curriculum essential.
Application form and further details available from the Headteacher (SAE). Closing Date: 22.3.1985.
An Equal Opportunity Employer. (34660) 110012

BERKSHIRE
LOWBROOK COUNTY PRIMARY SCHOOL
The Fairview, Cox Green, Maidenhead, Berks. SL6 3JA
RE-ADVERTISEMENT
From September 1985, a SENIOR TEACHER is required for this Group 4 infant primary school. The successful candidate will be expected to have a teaching commitment with some of the Upper School teams.
Application forms and further details from the Headteacher (s.a.e.). Closing date: 25th March 1985. Previous applicants please indicate their wish to be reconsidered.
Closing date 18th March.
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COUNTY COUNCIL
An Equal Opportunity Employer
WINSLOW COUNTY FIRST SCHOOL
Elmtree Street, Winslow, Buckinghamshire MK18 3JD
Roll: 183 pupils aged 5 - 9
Group 4
Applications are invited from experienced primary teachers for the post of DEPUTY HEAD in this rural school.
The successful candidate would be expected to take a keen interest in language development throughout the school. A knowledge of primary music an advantage but not essential.
Assistance with removal expenses is given in appropriate cases.
Application form and further details (s.a.e.) to be sent and to be returned to, Education Offices, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UB. CLOSING DATE: 18 March 1985.
(29308) 110012

CAMBRIDGESHIRE
(Equal Opportunity Employer)
THE CLARKSON INFANT SCHOOL
Trafford Road, Wisbech, Cambs. PE13 2AH
Tel: Wisbech 584867
Head Teacher: Mrs A.M. Heavin, B.Ed.
Required for September 1985:- Applications are invited from experienced and committed teachers for the Deputy Headship of this Group 4 Infant/Nursery School.
Flexibility and enthusiasm essential.
Further details and application form available from the Head Teacher (s.a.e. please). Closing date 18th March, 1985. (29070) 110012

EDUCATION DEPARTMENT
GILLINGHAM DIVISION
Hempstead County Primary Infants School
Group 4
(subject to review April 1985)
Appointment of
HEAD TEACHER
Appointment to take effect from 1st September 1985.
Application form and further details available from the Division Education Officer, Municipal Buildings, Gillingham. SAE please to whom they should be returned by 22nd March 1985.
Re-advertisement – previous applicants will automatically be re-considered. (12221)
KENT COUNTY COUNCIL

HEADTEACHER
Group 1 Age range 5-10 Years.
Required for a newly-formed Church of England (Controlled) Primary school to be established in September 1985 following the closure of Rusted District (Controlled) First School and Harting C.E. (Controlled) First School.
The new school will be established on the site of the present Harting School in South Harting near Petersfield, Hampshire.
COMPTONS AND UPMARDEN C.E. (CONT.) PRIMARY SCHOOL, Compton, Chichester, PO18 9EZ.
Group 1 Age range 5-11 Years.
Required September 1985 (Group 1) for this small village school.
Form and details from Area Education Officer, Ambassador House, Grove Street, Chichester PO19 1YP, s.a.e. please.
Closing date 15th March, 1985.
west sussex

Somerset County Council
St Gilda's RC VA Primary School, Yeovil. (240)
For September 1985:-
i) Deputy Head
for this Group 4 school.
Infant and Junior experience.
Closing date 21st March 1985.
ii) Qualified and experienced teacher,
scale 2 of Religious Education for Juniors.
Re-advertisement – previous applicants will be reconsidered.
iii) Qualified teacher,
scale 1, for Infants.
Applicants should be practising Catholics and should hold a Catholic Teachers Certicate.
Application forms available from the Head at the school on receipt of a foolscap SAE to be returned as soon as possible. (4408)

SOUTH GLAMORGAN COUNTY COUNCIL
HEADTEACHER: GROUP 2
ST CUTHBERT'S R C PRIMARY SCHOOL
CARDIFF
The Governors invite applications from suitably qualified and experienced Teachers who are practising Roman Catholics and who possess a Catholic Teachers Certificate for the post of Headteacher. The successful candidate will be required to commence duties in September, 1985.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 14 days of the appearance of the advertisement. (9176)

SQUIRRELS HEATH INFANTS SCHOOL (Roll 226)
Salisbury Road,
Romford, RM2 5TP.
Tel: Hornchurch 46476.
Headteacher: Miss J.M. Collard.
Required for September 1985
DEPUTY HEADTEACHER
Group 4
Havering
Application forms are available (s.a.e. please) from the Director of Educational Services (ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford, RM1 3DR.
Closing date: 15th March, 1985.

London Borough of ENFIELD
EDUCATION DEPARTMENT
HOUNDSFIELD PRIMARY SCHOOL,
RIPON ROAD, N9 7RE
Group 6 Roll: 396
Applications are invited from suitably experienced Teachers for appointment in September 1985 or earlier if possible, Vacancy due to promotion of Deputy to Headship.
London Allowance, £678. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (lage SAE) obtainable from, and to be returned to The Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 5XQ.
Closing date 15h March 1985. (12219)

EXTRA

COMPUTERS IN EDUCATION

THIS WEEK

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Good practice?

Chris Schenk looks at the impact of micros on primary schools

Over the last two years, largely as a result of the DoI offer to primary schools, there has been a major change in primary education, implemented with unprecedented speed. Educational innovations often take twenty five years to permeate through the system; computers have swept into nearly all primary schools in about as many months.

For some people the purpose of the DoI scheme has already been achieved. Few schools have resisted the chance to acquire a half-price micro, so most British children will have the opportunity to use a computer, in one way or another, before the age of eleven. If the aim of the scheme is just to familiarize the next generation of the British work force with some aspects of the new technology, and to attempt to overcome fears and phobias about computers, then the success of the DoI initiative is more or less assured.

However, if the reason for having computers in primary schools is to improve the quality of young children's education, then the success or failure of the scheme cannot yet be assessed. It is clear, from what is going on in some schools, that computers can have far more educational potential than those which merely drill and test.

There is a great temptation to acquire as many of these small programs as possible, but this can be counter-productive. Even when the programs are carefully indexed and cross referenced to other teaching materials, the limiting factor is the teacher's capacity to be sufficiently familiar with each program to use it effectively. Computer memories are rapidly growing in size; human memory remains the same.

With careful planning small programs can be used effectively despite the limitations of a time-tabled computer shared between a number of classes. Even when using small programs, a time-table that leaves the computer in the same place for a day or even a week allows much more to be achieved than one which moves the computer after every lesson. Some other ways of using a computer only become possible when a teacher has unrestricted access for a much longer period of time. This can be achieved either by buying more computer systems or by abandoning any attempt to give fair shares to all.

In some schools exciting work has arisen from the use of simulations or adventure games. The chance for children to explore an imaginary world, whether it is based on fact or fantasy, is something that the computer can offer in a way that is not easily replicated by other means. Good teachers have harnessed the involvement and interest which a computer program, like *Adventure Island* or *Granny's Garden*, has stimulated, and made the most of the educational opportunities that have arisen. The teaching skills necessary to make good use of these programs are not fundamentally different from those required to develop project work from any other focus of interest, such as a visit, or a television programme.

Software of this sort cannot be treated in isolation. To develop a project successfully teachers need not only the support of a computer program but access to books, artefacts, pictures and visits, and ideas for ways of extending their children's work. Perhaps in the near future library services and museum services will include relevant software for loan alongside other resources. At the moment there are two barriers to doing this. The first is that the number of really good programs of this type is still very small. The second is the constraints that some publishers put on the loan of their software. It is high time they abandoned these constraints.

Another important way in which primary schools have been exploiting the educational potential of the computer is by using information retrieval programs. Scientific, historical and environmental project work has been significantly extended and enhanced by using the computer to handle large amounts of data. Children have created data files from their own observations and experiments, as well as from primary sources such as census returns or parish records. Once the data file is created, children can interrogate it, to test out hypotheses and make connections between different variables. In this kind of work, the computer is a means to an end. It is a tool that takes the drudgery out of sifting through evidence.

In the days before the DoI scheme, when computers in primary schools were few and far between, many teachers felt that it was important for them to learn how to program, and to pass on their knowledge to the children they taught. The pendulum swung away from programming in primary schools, but there is beginning to be a swing back towards it again. The world of the turtle has provided an environment in which teachers and children can write procedures in order to solve problems of their own devising.

The fact that, in using Logo or a turtle graphics package, children are beginning to program, is not of central importance. Nor is it vital which particular software is used. As always, the skill of the teacher is paramount. A good teacher with the sensitivity to know when to intervene and when to refrain from interfering, can get far more educational value from a limited turtle graphics package, than an indifferent teacher will ever manage to extract from a full Logo.

As well as the geometrical investigations made possible by the turtle, some schools are also using programming, whether in Basic or Logo, to investigate number patterns and to explore simple simulations. The point of introducing programming to primary children is not to teach them how to program, but to allow them to learn mathematics in an exploratory way through programming.

In the same way, wordprocessing has a place in the primary school, not so that children can be taught about it, but so that they can communicate in writing more effectively, and experiment with different ways of expressing their thoughts. For this to happen the wordprocessor has to become as natural a tool to the child as a pencil or a pen. Only sustained use of a word processor over a period of time can bring this about.

The versatility of the computer can sometimes be rather daunting. The five ways of using the computer that I have written about are all very different and demand different skills from the teacher. Most schools that have made effective use of computers have specialized to some degree in a particular application. The good practice that is already apparent is far more likely to spread if other teachers and other schools also decide to specialize, at least for the time being. To attempt to cover all the interesting uses of the computer would be at best to skim the surface and at worst to invite disaster.

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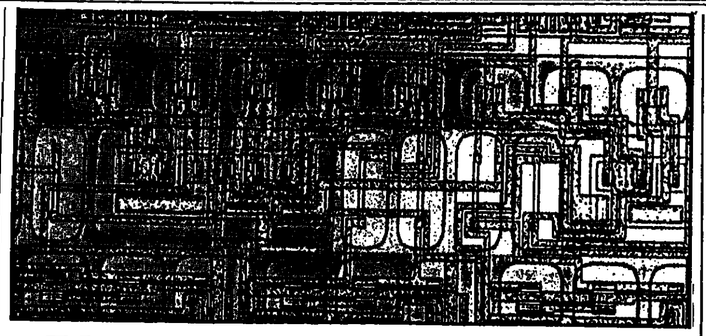

Ahead of the hardware

Mike Doran on the implications of the advent of 16-bit micros

For the past seven years considerable experience has been gained by the UK in the exploitation of devices (principally microcomputers) based on the present 8-bit chip technology for the purpose of aiding teaching and learning in the classroom. In particular, the development of educational software for the microcomputers typically found in the classroom is well advanced and has now probably reached the limits of sophistication allowed by this technology. Government subsidies for school microcomputer purchase have created a degree of stability, with most schools and l.e.a.s standardizing on essentially two microcomputer manufacturers, Acorn and Research Machines.

Coupled with the National Microelectronics Education Programme (MEP), supporting teacher training and curriculum development, the past four years have seen a considerable growth of educational software to enhance the existing school curriculum as well as to broaden it. Much has been learnt in the process, but in particular, it is clear that we must prepare for the new generation of computers before they arrive in the classroom, if they are to be fully exploited during their useful, but inevitably short, lifetime. We were unprepared for the 8-bit microcomputers when they arrived in the late 1970s, and it is only relatively recently that good educational software is emerging at a reasonable rate.

However, the next generation of more powerful 16-bit and 32-bit microcomputers have already arrived, and will soon be available at a price that schools can afford. Indeed, within two years it may not be possible to buy an 8-bit microcomputer – the manufacturing world, led by the high street and commerce, will have simply moved on, and such devices will already have become museum pieces.

The time has therefore come to start looking at this new generation of computers and to both assess the appropriate use of their power in an educational environment, and to begin developing the programming skills and tools needed to exploit that power.

With more powerful technology becoming available, it is important initially to identify applications for which the earlier technology is unsuitable. In particular it would be a dreadful waste of time to transfer existing software directly on to the new microcomputers merely for increases in speed and memory – usually unnecessary for most present CAL applications. Instead, the following facilities emerge as directions to be taken for future developments in educational software:

User interface:

It will be possible to build-in extensive facilities to help the user run software, provide input, interact more directly with the screen images, reduce keyboard entry, with intelligent feedback on user-machine error. We can expect software to be much more self-contained, not requiring printed documentation in the form of user booklets or manuals. This will have considerable implications for the electronic distribution of software currently hampered by the need for the postal distribution of documentation.

To get a feel for what's in store, take a look at the Apple Macintosh. Its built-in user environment of symbols or "icons" (eg, "dustbins" for disposing of unwanted files), pull-down menus (showing at a glance, at any time, what facilities are available to the user) is common to all Macintosh software, making life easier both for the user and the applications programmer.

The user drives the software through a hand-held device called a "mouse" that is rolled about the desk-top producing an electronically linked movement of a pointer on the screen. Instructions are given, merely by pointing at the appropriate icon or location on the screen without all the disadvantages of touch-screen and light-pen devices and with far more precision. The Macintosh, (£1,349 to education), is rather pricey for schools at the moment but with cheap Atari and Commodore look-alikes imminent, prices will soon be within the reach of schools. Moreover, the manufacturers of the existing range of school microcomputers, Research Machines Ltd and Acorn have not been slow to adopt the new technology. RML have recently launched their new 16-bit micro, the RM Nimbus and Acorn have announced their ABC range and also a second processor for the BBC based on a 32-bit microprocessor.

Intelligent User Interfaces and Processing:

With rapid developments in artificial intelligence and expert systems, it will be possible to provide users of educational software with different levels of interaction and activity, even varying dynamically with the performance of the user. Problem solving, role-playing, decision-making and strategic activities in education will benefit considerably in this respect.

> "Within two years it may not be possible to buy an 8-bit microcomputer – the manufacturing world will simply have moved on"

Graphics:

Extra addressable memory and higher-speed processing will provide education with extensive graphics facilities, dynamic and 3-D, as well as detailed animation. This is essential for whole areas of computer-aided design, presently denied to schools, and creative work that makes extensive use of moving shapes and colour.

Information Technology

Particularly in the area of educational administration and management, both in and out of the classroom, sophisticated input/output facilities, software integration, and high-capacity processing will have an increasing impact in schools. Pull-down menus, icon-oriented, mouse-driven software and high-speed data-processing will produce wider and greater acceptance of information technology as a tool in the school management.

Computer-based Learning

There will be an increasing trend away from the small, curriculum specific CAL programs endemic to the present generation of microcomputers, towards larger, more general purpose, versatile packages that will be used across the curriculum. Enhanced user facilities and built-in intelligence will enable the software to meet the needs of different users across the age and ability range. In particular, it becomes possible to construct learning environments in which children can investigate and explore through the medium of powerful languages like Logo.

So much for the wonders of this new technology; how is the education system to harness it at a time of financial constraint? In the absence of central government subsidy forcing the path of standardization, how will schools, colleges and l.e.a.s make the right hardware decisions? Where is the next generation of software to come from that will exploit these new computers? It has taken several years to get used to the present technology, and many l.e.a.s are still only able to offer patchy support to schools looking for technical, software and INSET support. With no clear indication as to the impact of the existing microtechnology on the present curriculum, it is far from clear how to turn the new technology to best effect.

The educational publishers have caught a severe cold, verging on pneumonia, in trying to extend their expertise into the arena of software publishing. The downward spiral of educational expenditure on learning resources coupled with the general uncertainty of the value and applicability of the available software, software that takes full advantage of the power of the new technology, and the built-in firmware that provides a range of powerful user facilities. A tempting direction to take, given the opportunity for a fresh start, is the specification of just a few integrated powerful packages, fuelled by shared databases that determine the particular application, and operated through a consistent syntax readily learnt by children and teachers alike.

Programmable learning environments become available through educational languages like Logo, but with extensive supportive features built-in to assist the user. Such content-free packages, with the versatility to handle text and graphics, under teacher/learning control, place the job of curriculum development where it should be – in the classroom with the teacher determining and developing the appropriate role for the new technology in support of learning and teaching.

Our experience of microcomputers in education over the past seven years has taught us that new hardware takes at least a couple of years to understand and support, and a further couple of years to develop sensible software that uses the available facilities to good effect. We were late in phase one – we have the chance in this next phase to get a head start.

Mike Doran is Director of the Capital Information Centre for Microelectronics in Education.

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EXTRA

Studies in a hi-tech office

The first hi-tech office in a school was recently opened at Garth Hill School, Bracknell, an 11–18 comprehensive with a reputation for technological innovation.

Funded by industry (local industry has been generous) and the Manpower Services Commission under TVEI, it has within it equipment which could be found in an ultra-modern office in the city including an ICL wordprocessor, BBC micros, a sophisticated telephone system, which allows recording and the amplification of conversation; electronic typewriters and photocopiers.

The school is also one of the first to be linked to the Times Network for Schools and receives Prestel's education service (see pages 44/45). In all the "offices" has cost about £40,000 to furnish and equip.

The courses offered in the school's Business Activities Centres include Business and Information Studies (a double option of the TVEI student-option programme which is timetabled for eight periods per week for two years). At the end of the course students are required to demonstrate among other skills an understanding of IT; keyboard skills and the ability to identify and evaluate a range of financial services offered as aids to business.

They must also describe and understand aspects of the working environment and demonstrate a knowledge and understanding of the aids and services used to communicate in business.

The other main course on offer in the school is Office Practice, for fourth year pupils at CSE. There is also an office practice element in the one year sixth form City and Guilds course. This is mainly a practical course.

Opening the "office", Lord David Young, (see picture below) former MSC Chairman, said that it would serve to motivate young people. There was an urgent need, he said, for pupils to develop high technology related skills.

"It is my hope that by the end of the year the overwhelming majority of local education authorities will follow the example of Berkshire and provide the opportunity to acquire resources for worthwhile projects in this area".

Lord David Young, former MSC chairman at the opening of the "office"

A role for Computer Studies?

Howard Curtis on the background to the draft National Criteria

The Examination Board Consortia are now producing syllabuses based on the draft National Criteria for Computer Studies and these will be going out to schools as part of the consultation process.

The Secretary of State gave a generally very favourable response to the draft Criteria but he asked the Secondary Examinations Council, which was set up to oversee examinations at 16+ and 18+, to consider a number of points to advise him accordingly. Three points in particular were raised by Sir Keith Joseph.

The first dealt with the place of Computer Studies within the curriculum. Clearly, the developing use of computing as a tool across the curriculum is to be welcomed and encouraged. Computer studies, therefore, will occupy a position increasingly similar to that of English and mathematics. It will be both a service subject which provides basic skills and expertise to teachers and students in other areas of the school curriculum and a subject in its own right.

> "Computer studies will occupy a position increasingly similar to that of English and mathematics ... a service subject and a subject in its own right"

Computer studies is an important element within the technological education which should be offered to all children. Unfortunately many curriculum documents do not acknowledge the importance of providing a technological education. One exception is the Hargreaves Report, produced for ILEA, which includes a technical/technological element within the core curriculum, and recognizes the contribution of computer studies in this area.

Parents, however, clearly appreciate the importance of computer studies. A recent poll conducted by *The Observer* (published on October 14), showed that they considered it to be the most important subject in the secondary school curriculum after maths and English. The entry to O level computer studies continues to grow at a phenomenal rate.

The second point referred to by the Secretary of State questioned the apparent bias of the criteria towards data processing at the expense of, in particular, control applications. This apparent bias arose because the term processing data, which appears in the criteria document, was confused with the technical term data processing. Certainly, it is felt that computer studies embraces applications in all areas of computing, including not only data processing and control applications but also communication and information systems eg electronic office, teletext, etc. It is accepted, however, that this point needs to be more explicitly stated.

The third point related in a somewhat indirect way to assessment methods, particularly the assessment of practical skills. It is a strongly held view that these practical skills cannot be assessed satisfactorily in a single session of two or three hours. Computer studies is concerned with problem-solving skills involving the analysis of a problem and the design, implementation, testing and documentation of the solution. These skills can only be assessed over an extended period of time during which the candidate can give detailed consideration to the problem and the development of an appropriate solution.

The criteria emphasize that the sensible use of computers is an underlying theme within computer studies. It is essential, therefore, that examinations in computer studies do not lead to or inappropriate use of facilities by a misplaced emphasis on programming skills. In many cases, the best solution to a particular problem will involve the use of pre-written software, which could include, for example, program generators, information retrieval packages, or that concerned with control applications. In other cases, use of a high level language would be appropriate, although even here, the candidate might incorporate some pre-written procedures or sub-routines.

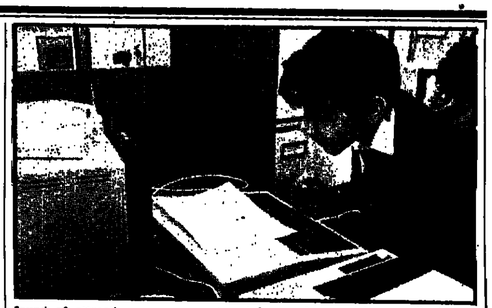
Computer studies is very much a practical subject which requires adequate resources both in terms of hardware and software. Unfortunately, many schools are very ill-equipped in terms of computing facilities. It is a great pity that HMI reports on schools appear to make no reference to paucity of provision. Schools cannot offer a broad and balanced curriculum to children without adequate computing is to assume that technological developments make syllabuses outdated. Clearly, in these instances, there is little understanding of the aims of a computer studies course. The presence of representatives from higher education on subject committees, both at board level and within the secondary examinations council, ensures that syllabuses are both up-to-date and relevant.

It is clear that the development in the use of computers in the home, in primary schools, in appreciation courses and across the curriculum must have an impact on the content and methodology of computer studies courses. Equally, of course, these developments will affect all other subjects within the curriculum.

The Alvey Report is undoubtedly the most significant document relating to the development of IT in the UK. The report indicated that, whilst it welcomed the development of computing in schools, this needed to be increased substantially in quality and in quantity. The report further suggested that ways and means must be found of attracting more computer science graduates into teaching and of re-training graduates from other subject areas. The major problem we face in schools, as far as information technology is concerned, is the lack of pre- and in-service training for teachers. It seems ironic that advertisements for computing teachers frequently meet with a nil response and yet there are only four HE institutions which offer a PGCE with computing as a main option.

The Department of Trade & Industry with its micros in schools schemes has made a positive contribution to hardware provison. The Manpower Services Commission, through the Technical and Vocational Education Initiative, has led the way in terms of curriculum development. We now await initiatives from the DES and HMI to ensure that all children receive the education in information technology, of which computing forms a component which is clearly necessary in this day and age.

Howard Curtis is chairman of the National Criteria Working Party.



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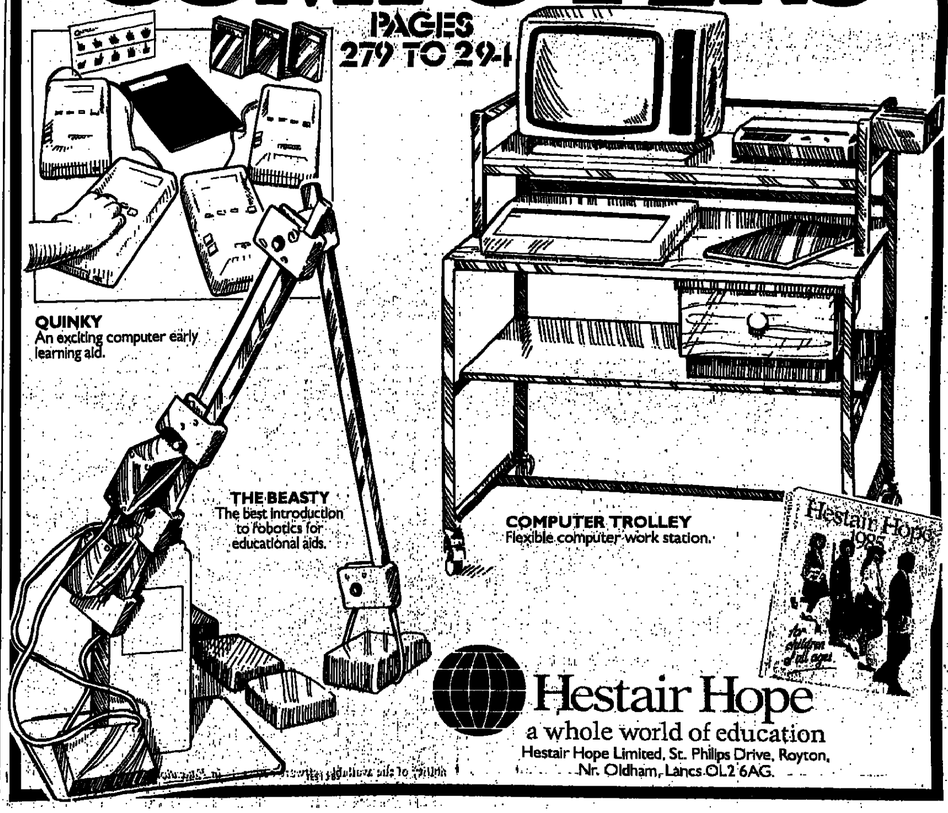
PAGES 279 TO 294



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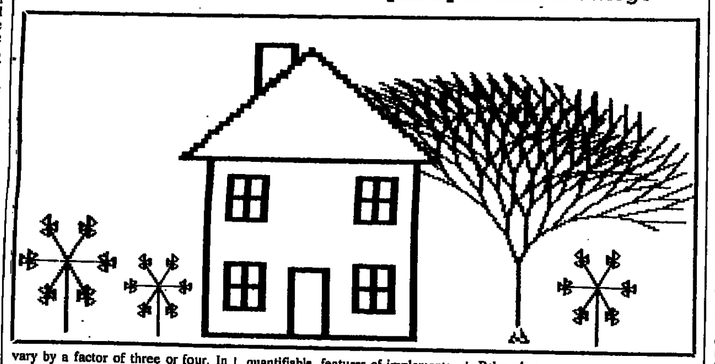
EXTRA

LOGO: SURVEY

Over the next three pages Richard Noss, Julian Pixton and John Wood assess some of the principal versions of Logo



Identifying the positive and negative attributes of a computer programming language is notoriously controversial and subjective. Rightly so; there is sufficient evidence that features of computer languages affect their facility to be learnt and used effectively to program computers. We are only concerned here with implementations of one language, Logo, so it is reasonable to expect that they will have a strong family resemblance and that we are considering relatively small differences in their features. But the differences do exist, perhaps because of limitations of the target hardware, varying expertise of the author(s) or their desire to develop the language. Because Logo is designed to be used by such a wide range of programmers, from young novices to experienced adults, it is our aim to identify the differences between the various implementations which we feel are important to the various categories of user.

Obviously, the decision as to which versions are best is largely a subjective one and, consequently, one which must be taken by the individual user. However, there are two things which we propose to do in this article which we hope will help would-be Logo programmers. First, we suggest some criteria by which different implementations may be judged; second we offer some factual information on each implementation.

In this latter category we include a comparison of speed of implementations. Later in the article we include some speed benchmarks which indicate that these implementations differ quite substantially in this respect. To some users speed will be very important and it has been possible to assemble this information in the time-scale available and produce quantitative results.

While speed is not the only criterion by which an implementation should be judged, it is an important one. It does not matter if the time taken to draw a spiral differs by a few seconds, but as the table of speed benchmarks shows (see opposite), some implementations vary by a factor of three or four. In such cases, it can get rather tedious – to say the least – waiting for a program to run. More importantly, for any serious programming application – for example, designing new "microworlds" for children to use and explore – speed is essential. Incidentally, in a full Logo which allows for the redefinition of primitives, there is never any problem slowing things down; for example, a slow version of FORWARD could be redefined as:

```
REPEAT: AMOUNT [FORWARD 1]
```

But there are other, less readily quantifiable, features of implementations which are at least as varied as their speeds and may be much more important to their prospective users. Logo has received attention because of its success with young learners, but it is increasingly being used by more advanced programmers because it provides such a high level programming environment. Indeed, experience suggests that "young learners" seem rapidly to become "advanced programmers" when using Logo. These two extremes draw attention to two aspects of the language where these implementations do differ widely.

The first involves the accessibility of the language to novices young and old. One of the primary considerations in the development of Logo from Lisp some twenty years ago was to provide a language which offered a viable entry-route for inexperienced programmers. The second aspect concerns the power which the language offers to the programmer, in terms of providing control over as wide a range of programming activities as possible, at a high level.

The history of programming language design has been dominated by examples in which one aspect, either power or access, has been sacrificed in the interest of the other. In addition, some attempts at providing an accessible language have resulted in languages which are internally inconsistent. In such cases, rapid initial progress often occurs at the expense of subsequent learning. In contrast, the history of Logo revolves around the attempt to reconcile accessibility and power without compromising its consistency.

So, what aspects and features of Logo implementations contribute to their accessibility?

ACCESSIBILITY

Entry Routes

For most of Logo's history, Turtle graphics has provided an entry route for novices to explore programming. The Turtle generates environments in which to explore and pose problems and expose bugs in a way which is both attractive and meaningful. More recently, the introduction of micro versions of other environments, for example Sprites, Music, and the Control of external objects, has raised the possibility of alternative introductory environments, as well as new applications for advanced programming.

Editor

An essential feature of Logo is the ability to modify and build independent procedures and to link them. Such an approach is designed to encourage an exploratory "bottom up" style as much as a planned "top down" one. In both cases, the existence of a built-in editor is essential. The requirements of the editor are essentially those which one would demand from a word processor: the power to insert, delete, modify, and merge existing "text". It is reasonable to demand an editor as close to a word processor as possible.

Debugging

Error messages must be informative as to the nature and "position" of the error. The ability to trace execution and/or variable assignments is helpful.

Consistency of Syntax

Internal rules should be simple and clear, and there should be as few exceptions to them as possible. It is not always helpful to use parameters to qualitatively alter the action of a built-in "primitive", or to have primitives demand more than three or four parameters. As far as possible the meaning of an individual word or statement should be independent of the context in which it occurs. In addition, redundant words to aid "legibility", such as AND introduce inconsistencies which seem to be unhelpful. The actual words chosen for primitives – reserved words – should be meaningful, with as little arbitrariness as possible.

Primitives

It should be possible to "relabel" the primitive commands, and it is desirable that they should have clear, self-explanatory, consistent full names. The highest level of program control primitives, such as conditionals, is desirable as this is an area of great conceptual difficulty. Although the features of particular machines, such as access over the operating system, should be available through Logo, such involvement with systems other than the Logo language (eg a text editor, or calls to the operating system) should not be *necessary*.

Startup and Workspace Management

This is full of conceptual and practical problems which need to be carefully tackled. Logo should provide accessible and flexible control over the way in which procedures and variables are organized, accessed, and filed. Again, the user should only need to deal with one language – Logo.

POWER

The factors which pertain to the power of an implementation are related to those concerning access above in two ways. Clearly, the most experienced, advanced programmer we can imagine will still need to edit and debug her procedures. Also, the power of the language may be used to construct microworlds or simpler programming environments for novices. We would suggest the following list of factors to consider:

Speed

Implementations vary greatly from one machine to another and between different implementations on the same machine. In addition, the speed of an implementation may vary considerably depending on the particular programming task (graphics, list-processing, etc). Logo's dependence on recursive list processing makes speed an important factor, even when the user may not appear to be involved directly with sophisticated aspects of this kind. Predictable, controllable garbage collection is essential.

Space

Data, procedures and the recursion stack eat up Logo "nodes" (the Logo units of storage space); yet the happiest form of Logo programming is to accumulate all one's tried and tested procedures in the current workspace. In part this is a function of the size (or lack of it) of the machine, although here again implementations on a given machine differ.

Debugging

This is a case where power and access ought to coincide. Helpful error messages and a full screen word processor-style editor are essential.

Editor

Logo editors tend not to be as powerful as the word processors mentioned above. It is therefore helpful if procedures are stored in a standard format so that an editor can be used for major alterations. Storing Logo procedures on disk in a standard "ASCII" format has the additional advantages that it (a) removes the mystery associated with internal codes and (b) aids transfer between versions, even on different machines.

Syntactical Consistency

Some versions of Logo offer syntactical inconsistencies to aid novice programmers. An example is allowing the omission of punctuation in title lines (TO SQUARE rather than TO "SQUARE, or the provision of infix arithmetic operators). It is desirable that consistent syntactic structure is *allowed* even if it is not mandatory.

Workspace Management

Versions vary quite widely in the flexibility with which the programmer can control and manipulate procedures and variables within the workspace. Being a language designed to encourage a modular approach which generates large numbers of separate components, a flexible workspace management system is a necessity.

File Handling

There are Logos that can access sequential and random access data files, which obviously increases the range of applications possible.

Language Richness

A wide range of primitives is useful, subject to the constraints of consistency. In general, provided that consistency is not sacrificed, a wide range of primitives is an advantage, despite the possibility of defining new primitives in terms of old ones. The claim that "there is no need to provide this as a primitive – the user can always define it herself" is often an excuse for lack of space.

Dynamic Procedure Modification

The ability to work on the list which incorporates a procedure definition is an important Logo technique. For example

```
PRINT TEXT "SQUARE
```

would return something like

```
[[FD 50] [RT 90] [FD 50] [RT 90]
[FD 50] [RT 90] [FD 50] [RD 90]]
```

a list with eight sub-lists in it. This facility looks rather esoteric, but it is in fact extremely powerful. It is the facility to design programs which themselves operate on other programs (ie to use programs as data); which gives Logo its flexibility and power. It is unlikely that a novice programmer would stumble on such a facility by accident, but it is more than likely that her teacher or a more advanced student would use it to design a "microworld".

Access the Computer Operating System

This must be possible even from within a procedure. Ideally, common OS functions and results should work with standard Logo data types, as CATALOG yields a list rather than the usual screen side effect; the common ones are normally duplicated by a Logo primitive which does so.

Hooks

This term covers the facilities for incorporating machine code segments into Logo either to build new primitives or to append code to existing ones, for example to control external devices like turtles or trafo sets. This needs to be easy, safe and unrestricted.

SURVEY 2

LOGO: TESTS

on next page

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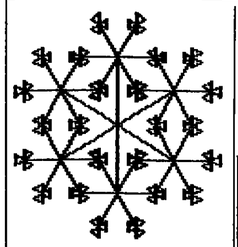


TO SUPERFLOWER

In this section five benchmarks (tasks against which each version of Logo can be judged) will be considered. While the primary purpose of these is to compare the relative speeds of different implementations, the benchmarks have been chosen to represent a wide range of Logo based programming techniques. The major consideration has been speed; it has not been possible to test how effectively the different versions use the sometimes limited memory available.

One important aspect which distinguishes the different versions discussed below is the different syntax involved. Simply defining a procedure is a highly non-standard activity, which may consist of any of the following:

```
TO SQUARE :SIDE
BUILD "SQUARE "SIDE
TO SQUARE SIDE
TO "SQUARE SIDE
```

In other cases, syntactic differences imply a rather different version of the "story", or internal model which it is desirable for the programmer to hold. For example EDIT "SQUARE (SQUARE is the name of a procedure), or EDIT SQUARE (procedures are *always* unadorned). Not all of these differences are of academic interest only: some affect the generalizability of the early learner's conceptual framework, while others may entail an entirely different approach to the solution of a given problem.

The Benchmarks

1 SUPERFLOWER illustrates the modularity of the language and entails six levels of subprocedures. Note that there are no inputs in any of the procedures.

2 HOUSES was written by Paul Andrews, aged eleven. It is not entirely elegant, but it illustrates well the way in which Logo procedures pass local parameters to each other.

3 WILLOW is based on the famous recursive tree in Harold Abelson and Andy DiSessa's book – *Turtle Geometry*. It is recursive in the full (ie not tail) sense, in that the branches of the tree continually wind up and down the procedure.

4 BE (or not TO BE) illustrates the recursive processing of a list, by reversing part of a rather well known speech.

5 SIEVE is a program which generates lists of prime numbers by recursively discarding those which have any factors.

In this article, there is not enough space to give the full print-out of each of the five benchmarks, including an example of how syntaxes differ between some implementations. (A fuller report of this evidence has been commissioned by MEP – the Microelectronics Education Programme.) Instead, three benchmark programs will be given in full (SUPERFLOWER, WILLOW, and BE), while HOUSES and SIEVE will simply be represented by the output they produce.

Benchmark 1

SUPERFLOWER is a procedure which was built up in stages, as the following subprocedures show:

```
TO TRI
FD 10 RT 120
  FD 10 RT 120 FD 10
END

TO TRI 3
REPEAT 3 [TRI]
END

TO STEM
FD 40 LT 30
TRI3
RT 30 BK 40
END

TO FLOWERTRI
RT 30
REPEAT 6 [STEM
  RT 60]
LT 30
END

TO FLOWER
FD 70
FLOWERTRI
BK 70
END

TO SUPERFLOWER
REPEAT 6 [FLOWER RT 60]
END
```

Benchmark 2

HOUSES is quite a long program. There are 15 procedures in the final program, of which the "top-level" procedure is:

```
TO HOUSE :AMOUNT
IF :AMOUNT < 10 [STOP]
WALL :AMOUNT
ROOF :AMOUNT
WINDOW1 :AMOUNT
WINDOW2 :AMOUNT
WINDOW3 :AMOUNT
WINDOW4 :AMOUNT
DOOR :AMOUNT
ALONG.TO.NEXT :AMOUNT
HOUSE :AMOUNT – 10
END
```

Benchmark 3

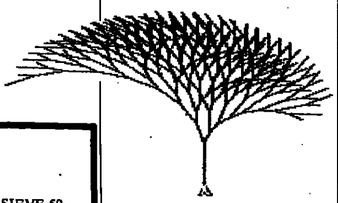
WILLOW illustrates the full power of Logo's recursion. Trying to trace the individual branches can be rather mind boggling at first – try it with fewer "levels" first.

```
TO WILLOW
PU BK 10 PD
TREE 10 15 8
BK 50
END

TO TREE :SIZE :ANGLE :LEVEL
IF :LEVEL = 0 [STOP]
LEFT :ANGLE
FORWARD :SIZE * 2
TREE :SIZE :ANGLE :LEVEL – 1
BACK :SIZE * 2
RIGHT 2 * :ANGLE
FORWARD :SIZE
TREE :SIZE :ANGLE :LEVEL – 1
BACK :SIZE
LEFT :ANGLE
END
```

Benchmark 4

BE takes a list, and prints out the reverse of the list ten times. In this example, the list is named HAMLET – perhaps on second thoughts it should be called TELMAH.

```
MAKE "HAMLET [TO BE OR NOT
TO BE, THAT IS THE QUESTION.
WHETHER 'TIS NOBLER IN THE
MIND TO SUFFER THE SLINGS
AND ARROWS OF OUT-
RAGEOUS FORTUNE, OR TO
TAKE ARMS AGAINST A SEA OF
TROUBLES, AND BY OPPOSING,
END THEM?]

TO BE
REPEAT 10 [PRINT REVERSE
:HAMLET]
END
```



TO WILLOW

```
TO REVERSE :LIST
IF EMPTYP :LIST [OUTPUT []]
OUTPUT LPUT FIRST :LIST REVERSE BUTFIRST :LIST
END

BE
THEM? END OPPOSING, BY AND
TROUBLES, OF SEA A AGAINST
ARMS TAKE TO OR FORTUNE,
OUTRAGEOUS OF ARROWS
AND SLINGS THE SUFFER TO
MIND THE IN NOBLER 'TIS
WHETHER QUESTION THE IS
THAT BE, TO NOT OR BE TO
END OPPOSING, BY AND TROU-
BLES, OF SEA A AGAINST ARMS
TAKE TO OR FORTUNE, OUT-
RAGEOUS OF ARROWS AND
SLINGS THE SUFFER TO MIND
THE IN NOBLER 'TIS WHETHER
QUESTION, THE IS THAT BE, TO
NOT OR BE TO
And so on . . .!
```

Benchmark 5

SIEVE is a program which gives prime numbers up to any specified number. So

```
?SIEVE 50
```

gives, after a longish wait (depending on the version),

```
2 3 5 7 11 13 17 19 23 29 31 37 41 43 47
```

The program is called SIEVE after a famous procedure or algorithm called the "sieve of Eratosthenes".

Logo Time-trials

	SUPERFLOWER	HOUSES	WILLOW	BE	SIEVE 50
Amstrad CPC 464	192	200	595	%	%
Apple II c/e	32	41	91	17	15
Atari 800XL	47	33	137	16	16
BBC Acornsoft	64	82	195	55	50
BBC Logotron (LCSI)	42	49	123	9	18
BBC LSL	85	84	206	*	**
BBC OU	182	209	441	25	34
Commodore 64	52	90	140	19	Out of space
RML (480Z)	75	89	333	106	Out of space
Spectrum (48K)	61	85	200	37	71

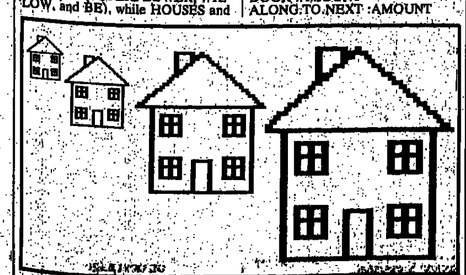
All times are in seconds. All graphics benchmarks were tested with the turtle visible; all versions increase their drawing speed with the turtle hidden: some, like OU and RML become considerably faster.
% Both list processing tests failed to run, responding with the error "out of Logo stack space".
* LSL Logo does not offer the IF THEN ELSE construct and was unable to accommodate procedure lines greater than 127 characters. It was therefore unable to accommodate the prime number benchmark.
** LSL Logo would not allow the construction of the 39 element HAMLET list because of the input line restriction of 127 characters. It was also unable to handle the "." included as punctuation in this list, due to its unorthodox syntax. Any comma incorporated in a list acted as a delimiter, with subsequently unpredictable effects upon further assignments or operations.

The program is written by Richard Noss, Julian Pixton and John Wood.

SURVEY 3

LOGO: SYSTEMS

on next page



TO HOUSE

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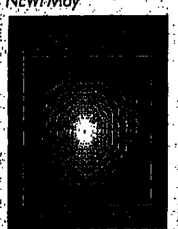

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SURVEY 3

LOGO: SYSTEMS

The decision on versions of Logo is not restricted to software alone. Out of the two decades in which Logo has been implemented, it is only in the last two or three years that it has been available on the microcomputers that are within the budget of the home and school user. The lack of compromise between power and accessibility inherent in the Logo philosophy has placed great strains on the effectiveness of current microcomputer implementations of the language. It will be a little while before affordable computers will be able to run versions of Logo which are genuinely capable of providing fast, efficient applications. In other words, almost all of the versions discussed in this document are themselves a compromise with the small memories and slow processors of the machines.

As far as schools are concerned, many are deciding that Logo is an activity to which they are prepared to commit at least one machine. We are therefore entering an era in which schools may be buying Logo machines rather than computers for which Logo may offer one possibility. For this reason the adjacent table provides some information, not only about the Logo implementations themselves, but also some guidelines as to the nature of the computer systems.

Comparison of systems

	Logo (£)	Total memory*	User Workspace (Bytes)
Amstrad CPC 464	incl	64K	10 525
Apple II c/e	75.00	128K	35 920
Atari 800XL	incl	64K	23 090
BBC Acornsoft	59.50	32K	11 936
BBC Logotron (LCSI)	59.50	32K	13 800
BBC LSL	59.00	32K	not available#
BBC OU	69.95	32K	15 510
Commodore 64	34.95	64K	14 330
RML (480Z)	39.00	64K min	not available#
Spectrum (48K)	39.95	48K	11 385

* Not necessarily all available to user.
\# No primitive to access amount of free memory.

Amstrad CPC 464

This cutdown version of Digital Research's Dr Logo is provided free to all purchasers of the Amstrad disk system. Written in C, it runs rather slowly and has a number of key primitives missing. It is, however, possible to replace all the missing primitives with Logo procedures.

Good points are the full screen editor which allows groups of procedures and global variables to be easily manipulated, adherence to a reasonably standard syntax, and the inclusion of features such as property lists, error handling through CATCH and THROW, and access to a number of powerful system variables and properties.

Bad points are the slow speed of processing, the omission of a number of key primitives such as LAST and BUTLAST (which prevents either of the two recursive list processing tests to run, responding with the error "out of Logo stack space" when it clearly was not. This is a serious bug which detracts from an otherwise reasonable product.

Apple II c/e

The version which runs on the upgraded (128K) IIe and the standard IIc is called Apple Logo II, to distinguish it from the original – now classic – Apple Logo. It is a much more powerful implementation than the original, and offers music, a full set of file-handling primitives, including random access files, and an 80-column screen editor. It is written, like the original Apple Logo, by Logo Computer Systems Inc. Apple Logo II comes with very comprehensive documentation, which provides an introduction to turtle graphics, and a well-presented reference manual covering the complete language.

Atari Logo

Atari Logo is available on a cartridge for the Atari 600 and 800 series computers. It has a very large workspace available for the user and it is fast. It is unique among micro-based Logos in that it includes multiple(4) turtles as standard. These can be controlled by the very powerful WHEN 'demons' which sit inside the computer ready to be activated WHEN their condition is true. This means that the user can write Logo lines which, translated into English, say things like:

WHEN the CLOUD obscures the SUN, change SKYCOLOUR

Once this condition is set up, it will be activated whenever the CLOUD

sprite obscures the SUN sprite, without having to be run inside the program. The documentation is clear and well presented.

There are no trace facilities to aid debugging, and the music facility, although accessible, uses only two of the Atari's four channels. Also, due to the constraints of space, some key advanced primitives such as REDEF, TEXT and DEFINE have been left out of the implementation.

BBC Acornsoft

Acornsoft Logo is on two chips, and provides a very full version of the language. It is firmly based on the LCSI (Logo Computer Systems Inc) dialect, although it was written in the UK. It offers a number of features not found on genuine LCSI implementations, such as multiple turtles and an extended set of list-processing primitives. It also offers comprehensive documentation and a set of cassette-based Logo examples for the beginner and more advanced programmer to investigate.

There is a wide variety of extension materials which accompany the package, and some excellent debugging and trace facilities which are unequalled on other current micro implementations. Acornsoft Logo is, however, extremely slow, and anything other than turtle graphics can become very tedious. In addition, the fact that Logo always reserves 10K for screen memory, even when in MODE 7, cuts an already small workspace down to minuscule proportions, and makes serious applications impossible without a second processor.

BBC Logo Software Ltd

LSL Logo is on a single chip which has a WHILE primitive, and includes debugging primitives WALK and TRACE. It also incorporates a novel documentation which is comprehensive, but unfortunately full of errors.

LSL Logo's editor is not a word-processor style full screen-editor (unlike the others reviewed in this article), and it is unable to manipulate lists or to handle groups of procedures. It is not possible to save a workspace or group of procedures as a file (instead, each procedure needs to be individually SAVEd), and it is difficult to save variables. Two non-standard and problematic features of the implementation are the use of commas to separate multiple statements on a command line, and the use of any style of brackets to delimit lists (which rules out their use as a way of facilitating readability). The PRINT primitive does not supply a carriage return (to get one, one has to employ the RPRINT primitive). Other problems are: an incomplete set of error messages, an ineffective garbage collector, a turtle shape which is badly skewed in MODES 2 or 5 when heading 0 degrees (but not when heading 1 degree), and the fact that it is possible to overwrite the text window using the XMARGIN and YMARGIN primitives and thus destroy the screen turtle.

BBC Logotron

Logotron Logo is a fast and very efficient LCSI implementation on a single chip, which boasts an editor with an automatic search and replace facility. It incorporates a new and powerful USE command which provides a "clean" interface for building extensions to the language – a new departure for LCSI Logos. A prototype *sprite* hardware extension exists, which, when released, will add 32 sprites to Logo; a further extension will include the facility to read and write data files.

LCSI have redesigned their workspace management primitives for Logotron Logo, and have incorporated file handling facilities – an important addition. The implementation has omitted a number of primitives due to pressure of space, and relies on the BBC's operating system commands for all disk access. The space constraint has also led to the omission of some whole words for which only abbreviations are allowed, although the relatively large available workspace offers the opportunity to reinstate the most important of these. Logotron Logo comes with clear documentation, which unusually introduces list processing ideas as well as the usual turtle-geometric introduction.

BBC Open University

The OU version has an excellent reference documentation and a beginners' tutorial manual. It also offers a wider than usual range of control primitives which include the CASE command, and a very fast and powerful flood fill feature, accessed through the PAINT command, which allows closed regions to be filled with colour. A weak point is the editor, which only allows one procedure at a time to be manipulated and does not handle variables.

OU Logo is on two chips, and offers multiple turtles. It is, however, extremely slow in its graphics plotting. It is a non-standard implementation which has abolished the colon to denote the value of a variable, thus blurring the distinction between variables and procedures. This last characteristic marks OU Logo as a departure from other implementations and necessitates a readjustment of the model or "story" which programmers need to keep track of what is happening. It may also limit the applicability of the growing range of Logo literature.

Commodore 64

Commodore Logo was produced by Terrapin Inc, who – like LCSI – have been associated with micro implementations of Logo from the beginning. The syntax differs slightly, most noticeably in the "quoting" of procedure names. For example, Commodore Logo requires

EDIT SQUARE

rather than the more conventional

EDIT "SQUARE

All procedure definition takes place within the editor. One very convenient facility is the ability to switch between full graphics screen, mixed graphics and text, and full text screen; each is accessed by simply pressing one of the three function keys. Commodore Logo also allows the loading (from disk) of a music extension, and software-driven sprites which are effectively multiple turtles. Commodore Logo documentation is packaged with a densely written manual which is not always easy to use.

RML 480Z

Written at the Artificial Intelligence Lab of the University of Edinburgh, RML Logo is a full implementation which differs somewhat from the American dialects.

It is highly consistent, but it does not adopt a list-based structure for its conditional or repeat statements. Similarly, it is not possible to output a procedure as a list in order to modify it. The turtle consists of an arrow, which draws rather slowly and disappears when in FAST mode. RML Logo demands considerable sophistication from the user wishing to create a startup file; this requires a text editor. RML Logo's documentation, while comprehensive, has been criticised for its lack of clarity and poor layout.

Spectrum

Spectrum Logo is a no-frills LCSI implementation which offers a more-or-less standard LCSI documentation. All keywords are entered in the normal way – BASIC-style one-press keys have been overridden. With one exception, the user never has to press more than two keys to enter a character; the exception is leaving the editor, which involves going into "extended" mode and then pressing C. The auto-repeat facility is not controllable by the programmer, and is irritatingly fast. Other minor irritations are the way error messages wait for a keypress before handing back control, and the small text window. Spectrum Logo is on a cassette which loads surprisingly fast and can, with a minimum of effort, be copied onto a microdrive tape. A feature of the implementation is the access it offers to the outside world via the idiosyncratic but expressive STARTROBOT command.

Richard Noss is a lecturer in Mathematics Education at the University of London Institute of Education. Julian Pixton is a director of the Walsall Logo Project. John Wood is a lecturer in the Micros in Schools Project at the Open University.

The authors have between them been involved, to a greater or lesser extent, with the specification or documentation of the following Logo implementations: Atari, Acornsoft, Logotron, OU, Rair[illegible]

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EXTRA

Observing data

Chris Brankin and John Dunkerton on interfacing in science

It is some time since Illich suggested that people acquire most of their skills and knowledge outside school and that school education bears little relation to the real world outside. Yet, even in this technological age, with schools possessing the capability for microelectronics and computing, the same dangers exist. Is some of this new technology being used inappropriately; confusing the student as to its real usefulness outside the school environment? Anne Glynne-Jones has recently pointed out that there is a great deal of difference between using a computer as an educational tool in schools and actually preparing pupils for a computer permeated world.

In the area of science, for example, there are a great many software packages available which seem to have been written to simulate quite standard experiments. Certainly no one doubts the validity of computer simulations in certain circumstances but it could be argued that an over-indulgence in simulations is simply computing for computing's sake. How much more valuable to the student if computers are seen not to be simply simulating the outside world, but actually interacting with it!

Computer assisted learning via simulations, it is said, both saves on resources and increases the motivation of the students. Yet interfacing to a computer need not be a drain on resources and can in fact be just the opposite while the thrill of capturing and observing data as it happens surely leaves the simulation approach far behind in terms of motivation.

Interfacing is the process whereby data/information from an external source is fed to the computer in a form which it can recognize and therefore handle. Sophisticated hardware and software can be bought from the usual laboratory suppliers (at a price), but for those schools possessing a BBC Model B the hardware need be nothing more than a few wires, plugs and sockets while a few lines of BBC BASIC is all the software necessary.

The inbuilt Analogue to Digital Converter (ADC) allows up to four externally varying voltages in the range of 0 to 1.8 volts to be monitored and stored as a series of digital values in the computer's memory. All that is needed is a suitable plug for the ADC socket at the rear of the BBC Micro. Solder leads to the four input pins and the 0 volt/earth pin and any physical quantity which can be converted to a voltage (by means of a suitable transducer) can now be monitored automatically. Connect the transducer between one of the input leads and the 0 volt/earth lead, type in a few lines of program (see fig 2) and whatever quantity is being measured will be displayed on the screen as a function of time.

A few words of explanation. In BBC BASIC, the function ADVAL(1) in line 80 returns a whole number in the range 0 to 65520 as the input in ADC Channel 1 varies from 0 to 1.8 volts. The function TIME in lines 50 and 90 counts in 100ths of a second. The scale factors in lines 20 and 40 allow the PLOT function in line 100 to plot most of the monitor's screen to display the data. Colour, sound and calibration of axes can easily be programmed in later to produce a more stimulating effect.

You now have an extremely versatile chart recorder. The biologists can, for example, plug in one of the movement or pressure sensors that are now available to record plant growth, spirometer movement or lung pressure. The chemists can display pH or conductivity and the physicists can capture temperature changes, light intensity or magnetic field. As an example of monitoring *two* inputs simultaneously the voltage/current characteristics of electronic components could be displayed and it is surprising what subtle changes can be discovered using even this simple approach. Consider, for instance, the voltage/current characteristics of a torch bulb: shown as the voltage is first increased and then decreased! How many simulations could have foreseen this difference?

This is only a start. A recent series of articles in *Everyday Electronics* contained valuable information on many more aspects of interfacing such as digital input/output ports for control and timing, faster analogue to digital conversions and suitable amplifiers for physiological measurements, all of which we have found extremely useful and inexpensive to build. One example from this series is Electrocardiography. The sixth form are now able to monitor the electrical activity of the heart and lower down the school, this new addition to heart teaching has certainly made the topic much more exciting for the pupils. An example is shown in fig 1.

Although computer simulations do indeed have a role to play, there seems to be a growing awareness of the importance of interfacing. Our local BBC user's group, set up as part of the Secondary Science Curriculum Review, has become involved in interfacing using this simple approach at very little cost. This more realistic appreciation of the role of computers in a technological age should be encouraged.

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Chris Brankin and John Dunkerton teach at Trinity School, Leamington Spa, Warwicks.

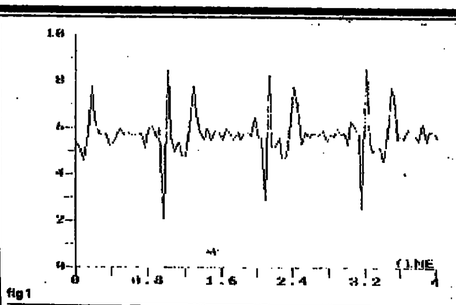

fig1

```
  5 CLS
 10 MODE 1
 20 yscale=1000/65520
 30 maxtime=10
 40 tscale=1000/maxtime
 50 begintime=TIME
 60 action=69
 70 REPEAT
 80 x=ADVAL(1)
 90 thistime=(TIME-begintime)/100
100 PLOT action,thistime*tscale,x*yscale
110 action=5
120 UNTIL thistime>maxtime
130 END
```

fig2

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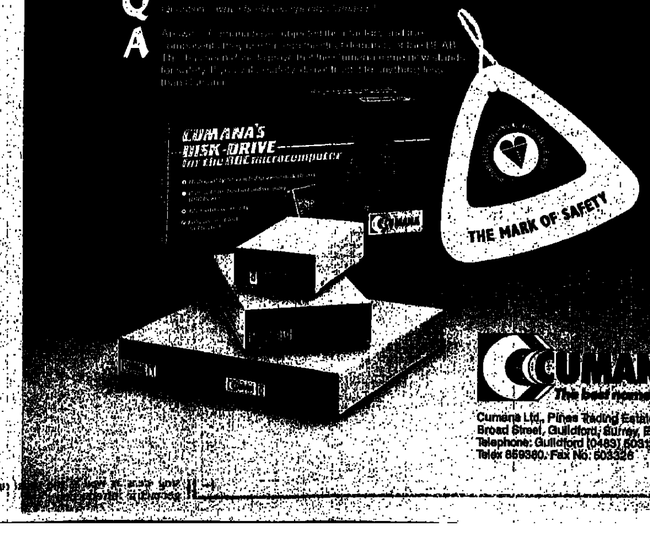
Q A Q A Q A



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AND WHAT SOFTWARE ALREADY EXISTS?

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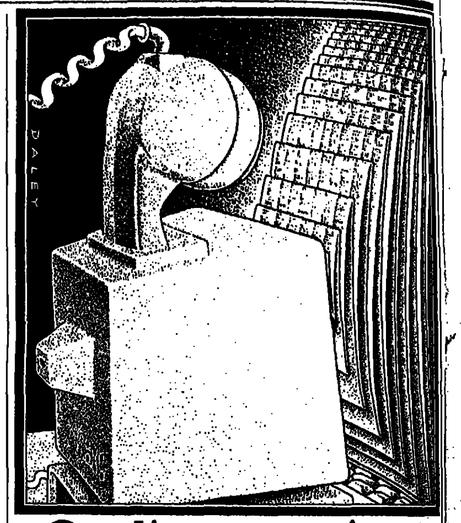


On-line services

by Ray Hammond

The telephone is the cheapest and most powerful of all computer accessories. Although educators are now familiar with the facilities of school micros, they will be surprised to discover the power and information-gathering abilities these machines can have once connected to larger computers "on-line".

Information has been gathered and stored in computer databases for over twenty years. Long before the arrival of the microcomputer, institutions such as the British Library and multinational corporations such as Lockheed have been systematically entering data ready for the day when the general public would be ready to demand it. Now that day has arrived and the humble school micro provides a gateway to a world of knowledge so vast that it is breathtaking at first acquaintance.

In order to go on-line, two extra items of computer equipment are needed. The first is software which turns the micro into a terminal capable of controlling mainframe (large) computers over the telephone lines. The second is a small box of electronics called a modem which converts the output of the micro into tones which can be sent via the normal telephone system. This box likewise converts incoming tones into digital signals the micro can understand.

Communications software for the BBC Micro is available from many suppliers and costs between £20 and £50 depending on sophistication. Modems are offered by many manufacturers and cost from £50 upwards. The only other requirement is a telephone jack socket. As most information databases can be accessed by a local telephone call, there is unlikely to be a dramatic increase in the telephone bill after going on-line.

The scale and type of information available to the micro user is vast. At one end is Telecom's Prestel service which offers a wide range of information with little depth, at the other is DIALOG, the world's largest store of in-depth information on an incredibly wide range of topics.

PRESTEL

When British Telecom introduced Prestel in 1978 it was the world's first viewdata service. Originally it was thought that most people would wish to "view the data" via specially converted television sets, but public take-up of the service was slow and it is only as a result of the microcomputer boom that Prestel has really begun to expand. It is simple and easy to tap into Prestel with a microcomputer.

Prestel has now launched Prestel Education, a scheme funded by the Department of Trade and Industry and shaped for schools by the Council for Educational Technology, the Microelectronics Education Programme and the Scottish Council for Educational Technology.

Prestel Education is also designed to allow schools and colleges to create their own databases of Prestel information for in-school use and to develop electronic magazines. The cost for schools has been set at an annual subscription of £195 and this includes 40 hours of "free" access to the service, which works out at a usage charge of under 1p per minute compared to the normal fee during business hours of 5p. Sadly for educators, Prestel is free of connect-time charges only outside of business hours.

> "The humble school micro can now provide a gateway to a world of knowledge so vast it is breathtaking at first acquaintance".

Schools face a hidden extra in using Prestel, however. Although access to the six Prestel mainframe computers can be made via a local telephone call in over 90 per cent of Britain, schools have to suffer peak telephone charges of 5.5p for a minute and a half during mornings and slightly lower costs in the afternoon. Over the school year telephone charges are likely to add between £80 and £100 a year to the cost of using Prestel so a realistic budget for 40 hours of use is likely to be around £300 a year. Prestel excels in providing information about travel, theatre, holidays etc but it has little "learned" information. Rail, plane and ship timetables are all available and there's a wealth of details about weather, restaurants, films, clubs, etc. as well as current news headlines.

Tapping into Prestel does, however, provide a good example of the way we will be gathering our general information in the future. It can also be used as an illustration of the on-line technique and the facility for down-loading information and for using the service to store an electronic magazine both offer exciting potential for education. For an annual cost of about £300, it seems excellent value for money.

At present Prestel can't be searched for particular items, users must page their way through menus to get at what they want; to see, but a "key-word search" facility is currently being researched and this may become available later this year.

Computing enthusiasts will be interested in the section of Prestel called "Prestel Microcomputing". This section includes Micronet 800", a service especially set-up for micro owners. Subscription costs an extra £8 per quarter, but once "logged on" (connected) the micro user will be able to "down load" (transfer) free programs, search small ads for computer equipment, read the latest micro news and exchange views with other computer users.

THE BRITISH LIBRARY

The British Library offers several on-line services under the general heading BLAISE (British Library Automated Information Service). The information contained in this selection of databases has considerable application to secondary education.

Although it isn't cheap to use Blaise services, it is cost-effective and convenient. Experience in using the service will be of immense benefit for children planning to go on to further education or planning to work in "knowledge processing" industries.

Although there is only one central computer for Blaise which is located at Harlow in Essex, the service can be reached via British Telecom's data network which has access points in most major cities. For this reason the vast majority of British schools can tap Blaise without suffering long-distance telephone charges (although there is a small extra charge for using the Telecom data network).

It costs £45 to subscribe to Blaise Line, the main bibliographic service. Blaise also offers a separate, more expensive medical information service called Blaise Link. Blaise Line is only available Monday to Friday 8am. to 7pm and the connect time is £27 per hour (pro rata for part of an hour). A typical search is likely to cost £2 or £3.

All books and first editions of serial publications have to be lodged with the British Library by law and UNIBASE, the main computerized index, offers full details on this vast array of print back to 1950. This index is searchable by key word, by author's name and by subject classification and it forms an incredibly valuable research facility for any serious student.

Other databases available to subscribers of Blaise Line include: Whitakers *British Books In Print*, the index of the Library of Congress, *LC-Marc*, a catalogue of 18th century printed material called *The 18th Century Short Title Index* and other databases covering educational materials, audio visual materials and conference proceedings.

To get the best out of Blaise Line, on-line researchers would benefit from some rudimentary understanding of indexing techniques and librarianship. These are easily picked up if library-user hasn't already instilled them. Just understanding how best to look for a publication greatly improves the effectiveness of an on-line search. Blaise provides full written instructions to subscribers as well as running regular training courses.

Project research would be a typical use for Blaise Line. Research for topics such as The Suez Crisis or Social Life in Victorian London are revolutionized by using an on-line service. Searching *UK Marc* for books on these topics would be likely to reveal many suitable titles and these can either be found locally or may be borrowed from the British Library, provided the request is forwarded through a library service.

Individual author names can be searched and qualifiers such as a stipulation about year of publication or topic covered can be used to narrow the search terms. A full range of subject classifications is also available for scanning.

An on-line interrogation of Blaise Line will typically reveal many more sources than a trip to a local library. In theory local librarians have access to Blaise and can make an on-line search for their customers. In practice new ideas for search terms develop during an on-line session and a personal search is usually much more effective (as well as much more instructional) when done by the end user – the person who will use the information.

DIALOG AND THE KNOWLEDGE INDEX

Dialog is the world's largest on-line information service and although it is located in California, it may be accessed cheaply and easily from Britain. Dialog is a huge database set up and owned by the Lockheed Corporation and special arrangements have been made with British Telecom which allow UK subscribers to tap into the computer for a telephone cost of only $10 per hour! The only additional communications charge is the cost of a local telephone call to British Telecom's data network.

Dialog offers over 200 separate databases on such subjects as medicine, life sciences, geo-sciences, space, business, leisure, news, history, current affairs, chemistry, physics and many, many more disciplines. In total there are over 90 million items of information in store.

Many of the databases offer not only an index, but abstracts or full text copies of the articles or papers concerned. It is free to join Dialog, but on-line cost can be high and prices vary from database to database and are fixed by the various independent companies who compile the databases and supply them to Dialog. Prices range from $15 to $200 per on-line hour.

It is impossible to overestimate the usefulness of Dialog to any serious researcher. If a student wants to gather a comprehensive outline of the world's literature on almost any topic, a ten minute Dialog session will provide a mass of sources and a great deal of detailed information.

There is no other way in the world that such thorough research can be carried out. Dialog is international in coverage and surveys journals from over 90 countries. Typical databases are Agricola (a collection of the world's research material and articles on agriculture), Enviroline (a collection of writing on the environment), The Magazine Index (an index of the world's major magazines) and Zoological Record (an index of zoological literature).

The Knowledge Index is a low-cost version of Dialog which is available to UK subscribers outside of business (and school) hours. Although the Knowledge Index offers far fewer database files – 20 as against 200 plus – the most popular files such as Medline, Books in Print and The National Newspaper Index are all included. The subscription fee for the Knowledge Index is £25 and the flat-rate connect fee is $24 an hour.

On-line Information is relatively cheap and astonishingly powerful. In the future all students and those who work with information in any way will have to be familiar with on-line searching techniques and the above services have the power to fascinate and turn research into an intensely enjoyable occupation.

Further details of the quoted services are available from: **PRESTEL EDUCATION**, The Council for Educational Technology, 3 Devonshire Street, London W1N 2BA. Tel: 01-580 7553.

BLAISE ON-LINE SERVICES, The British Library Bibliographic Services Division, Marketing Office, 2 Sheraton Street, London W1 4BH. Tel: 01-636 1544.

DIALOG AND THE KNOWLEDGE INDEX from: DIALOG Information Services, P.O. Box 8, Abingdon, Oxford OX13 6EG. Tel: (0865) 730369.

Ray Hammond is the author of the Cable Revolution published by Fontana at £4.95.

continued from previous page

Carolyn O'Grady on the Times Network for Schools which 'goes live' next month

Electronic network

85 per cent of all l.e.a.s are now represented in the Times Network for Schools and it is expected that 3,000 secondary schools will be using this electronic network and database when it goes "live" in April. The Scottish Microelectronics Development Programme has decided to recommend that Scottish schools standardize on the system.

The Times Network for Schools (TTNS) is based on British Telecom's Telecom Gold electronic mail system, but will have its own central database, which makes it more than a message sender. Schools can use their own computers to receive and send large amounts of text, documents and computers programs as well as messages.

A great advantage of the service is the ability to send at speed and without breaking large text files or programs down into smaller units. Messages and data can be prepared "off line", if necessary, then transmitted in an instant, greatly reducing telephone costs and traffic load on the network. Schools can also receive very quickly a wide range for useful information.

The Times Network also offers l.e.a.s their own small databases which they can use to communicate with their own schools.

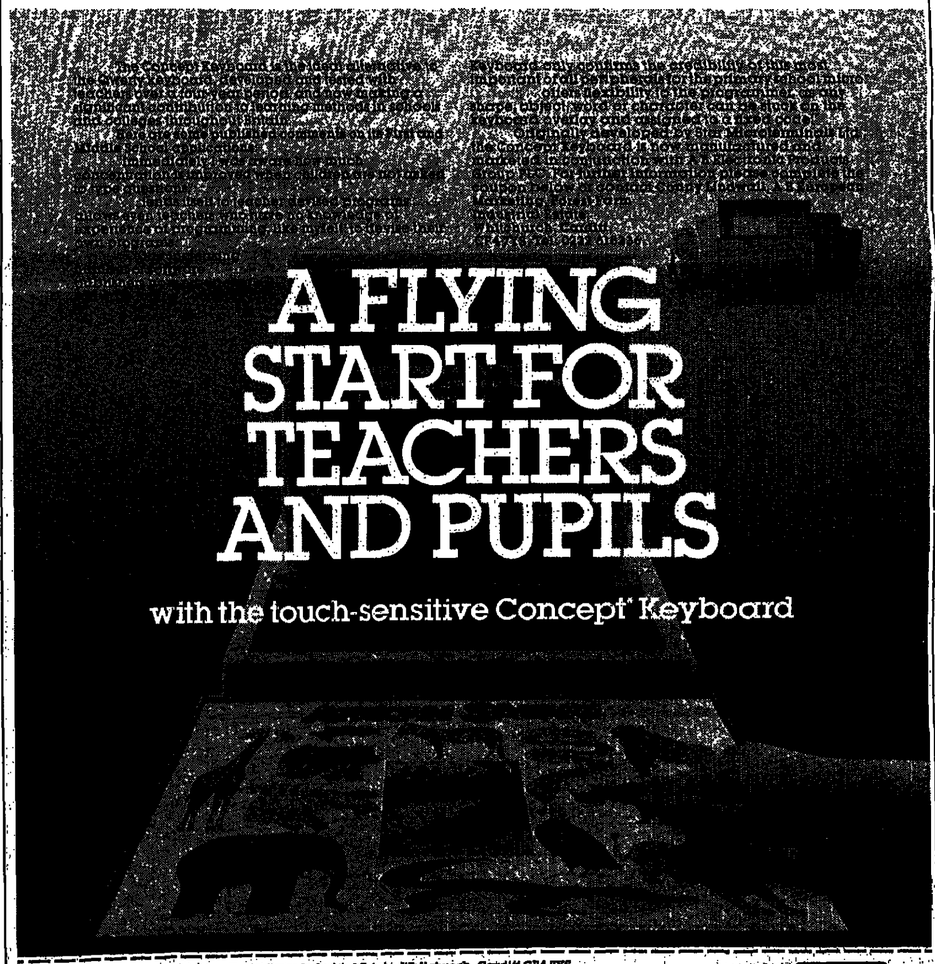
An expanding range of services are already available. They include a Met Office weather news, careers information from a number of organizations including the army, and a Stock Exchange City of London Trail. It is also planned to have satellite links with schools in Europe, the USA, Canada and Australia and with Operation Raleigh and the Trans-Canada Expedition (a TTNS representative will be sending twice weekly bulletins back to schools and answering questions on projects which they are undertaking). There will be a budget analysis directed at schoolchildren on the database immediately after the Budget announcement.

The Cambridge Examination Board has decided to put all its information on the database and asks schools to use the network rather than conventional mail.

The cost of the Times Network modem and related software is £152 and there is a charge of £69 each term for unlimited access to the system. Schools then pay telephone charges each time they use the system, but these are likely to be small, say TTNS, because, as a closed user group, they will be able to negotiate special charges. Eventually the network will provide "gateways" to give users access to other data bases, but this is not expected to increase charges.

Times Network System (a new subsidiary of News International, the holding group for Times Newspapers which publishes *The Times* and the *TES*) have set up a special user group to vet the information sent out to schools. Eight regional advisory bodies over-see the quality of information available and help make decisions about what should go on the network.

Already there are plans to extend the network to primary schools if it is felt that it would be useful for younger children.



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EXTRA

Files in the field

by Geoff Strack

The opportunity to go on a field studies trip and visit outstandingly beautiful areas such as the Brecon Beacons National Park has often in the past been marred for many students by the inordinate amount of writing up, calculations and drawing of diagrams. All of this work has to be done both back at the study centre and on the return home. The time spent on these practices exceeds all others, and consequently activities such as physiological investigations and behavioural studies, all of which we associate with contemporary biology teaching are reduced to a minor role.

For teachers from the London Borough of Haringey the turning point came in 1981 when for one week we attended a course at our outdoor study centre at Pendarren House in South Wales and carried out the same work as we expected of the students. The whole exercise taught us many things, but for me the most important effect was that it caused me to consider how computers and the whole area of information technology could be used to make our field studies more effective.

In the running of courses I have included a number of different methods involving new technology of which the least subject specific has been the use of a wordprocessor. To some, its inclusion might be considered inconsequential, but if a person comes on a course having previously had little or no computer experience and then before the end of the week, has sufficient confidence to write up their notes using the wordprocessor, then I consider this to be an achievement. There are many wordprocessing packages available for the computers that we have in our schools, but for the BBC microcomputer we have found [illegible] to be the friendliest for beginners.

The Brecon Beacons provide the opportunity for students to study a variety of different habitats including heathland, various types of woodlands, fresh water streams and a canal. One of the problems that arises from the diversity of these habitats is that the compilation of a species list for each locality, containing all relevant information is both unwieldy and inflexible unless use is made of a computer data base. QUEST is the one that we have found to be the most useful for this purpose and in using it the records for each habitat are entered as separate files and information can then be accessed and printed out as required.

This has considerably reduced the time previously required for the students to become familiar with the organisms in each locality. In doing this we neither claim to have identified every organism, nor would we want to do, since the lists must be too long and an element of discovery should be retained for those students who wish to spend time on identification of relatively obscure specimens.

Other benefits have included a reduced pressure on increasingly expensive books for identification, and the rescuing of teachers from the dilemma of explaining why a certain specimen found in the Brecon and Monmouth Canal cannot possibly be the Welsh equivalent of *Nephtys caeca* found, according to all field guides, only in the outmost reaches of North West Scotland.

Having constructed our file for a particular locality the identification of individual organisms by constructing a binary key has proved to be both a worthwhile and necessary exercise for our students. As in the compilation of a data base this can be done quite effectively without the aid of a microcomputer but it is then more time consuming and much less flexible. Using a program that behaves in a manner similar to SEEK, students have the option to extract one field, from a file that has been formed from Quest or FACTFILE, and then formulate and insert questions that will divide it up to form the familiar "tree". The shape of the tree and other information can be displayed from within the program and a sample print out can be seen in Fig (i).

Adaptations of animals and plants to life in a rock pool on the sea shore are determined by the prevailing physical conditions. Previously the method used to monitor these was for students to sit by the pool all day and record temperature, pH, conductivity etc, every 15 minutes. On a nice summer's day this could well appeal to some students, but it is an ineffective use of the comparatively short amount of time available.

The Datachord and the Vela are two electronic devices found to be extremely effective in these circumstances, since they can record a variety of physical parameters, and, apart from setting them up initially, no further human intervention is required. At the end of the day they are brought back to the centre, connected to the microcomputer and the stored data can be played back and displayed graphically.

In addition to all the advantages activities like this entail the recording and manipulation of large amounts of data to produce a variety of graphical displays and a statistical analysis that enables hypotheses to be confirmed and conclusions to be arrived at. This then was the area for which Alex Lake and I first developed our suite of computer software which was originally written for the Commodore Pet but more recently has been published for the BBC microcomputer. The package which is called Ecosoft includes some fundamental programs in addition to those that are more subject specific.

In order for students to examine an area and obtain an unbiased impression of the plants or animals present it is essential that small sections of that area are selected at random. One of the programs provides random coordinates for any chosen grid size plus the option of a printed copy of the figures for each student. Previous methods such as consulting telephone directories, selecting every seventh pair from a table of random numbers, or throwing a quadrat blindly over your shoulder, are comparatively cumbersome, unwieldy and often dangerous.

The drawing of profiles of hillsides, beaches or streams are exercises that are frequently carried out by geographers and biologists, but to achieve a satisfactory end product, it is necessary to carry out numerous trigonometrical calculations in addition to selecting a scale that will fit the profile on the paper available. The time needed by most students to achieve a satisfactory end product is usually of the order of two hours.

The programs that we have available enable the students to see the shape of the profile as they enter their recorded data and provides the opportunity to have printed out three different sized profiles. The whole process can take no more than five minutes and further copies can be produced as desired. A copy of the screen format as it appears in the Water Profile program can be seen in Fig (ii).

If we wish to record the changes in animal populations and physical parameters at set intervals along a stream then the data is entered first into the General Data Input program which is in fact a form of spreadsheet modelled on the type of record sheet used at most field study centres. A printed copy of this can be obtained as can be seen in Fig (iii). Having entered this data it can be manipulated and used in at least five different ways in the current issue of Ecosoft.

The displaying of the data as a Kite diagram, to show the change in trends of populations along the stream is a useful facility as is the opportunity to display the data in four different forms on the screen at the same time. There is then the opportunity to choose printed copies of two different sizes the smaller of which can be seen in Fig (iv).

The same data can next be transferred to a Multicorrelations program which enables students to quickly identify significant relationships between various organisms, or organisms and physical parameters, that are worth further investigation.

In the next Ecosoft, data from the spreadsheet will be transferrable to a program that will show the relative numbers of organisms at each trophic level by drawing out a Pyramid of Numbers Fig (v). There will also be a program called Ordination that produces a three dimensional section to show the spatial relationship between each of the stations at which samples were recorded.

When the data is saved from the General Data Sheet an opportunity is provided for the students to convert it to a Quest file, and thus take advantage of the wide range of facilities associated with that program. It is also possible to record data as a Quest file and then load it into the General Data Input program. The data can also be converted for use with some of the programs on disk 1. One of these programs is a Bar Charts program and while we would not claim that graphically it is anything special, it does enable ecologists to carry out the sort of manipulations that they require.

This is best illustrated by an exercise that was carried out to compare the shell height of dog whelks from two different sea shores. Statistical information on the whelks was obtained from data entered into the Frequency program and this was then transferred to the bar charts program where the option to define the maximum number for the y-axis in each display, enables the distribution of sizes to be compared more objectively.

The fact that the specimens from the beach at West Dale have a lower mean height and a greater standard deviation than those at Castlebeach is then apparent in the displays, which can be seen in Fig (vi). This, we have found, makes it easier for the students to formulate a hypothesis connecting the height of the whelks and the degree of exposure of the shore.

One of the problems of recording the frequencies of plants in an area of sand dunes is that Marram Grass dominates everything else and when the results are displayed, other species barely show up. For this reason we have included within the program the facility to delete any item, which in this case would be the Marram Grass, and then redisplay the bar charts to show more clearly the relative frequencies of the other species.

The Correlation program has been used by students of various ages and although our intention has been to encourage teachers to use it to support their work in field studies I am conscious of the fact that, as with some of our other programs, there is a subversive element and will pervade other areas of the curriculum. The program provides a scattergram as can be seen in Fig (vii) and a value for the coefficient of correlation.

When using this program to correlate some data on dog whelks it became apparent that it would be extremely useful if each set of measurements entered could be analysed further, consequently, we added the facility to transfer each of the pairs of measurements into the Frequency program. This program will then carry out a full statistical analysis of the data, providing information on the mean, range, variance and standard deviation.

Information is also provided on the frequency of occurrence of each item of data and the size of each class can be determined by the user. The same data can be saved in the normal manner and then transferred to the Bar Charts or Pie Charts programs to be displayed graphically.

The data displayed in Fig (vi) was originally entered into the Correlation program and further manipulations for other programs, including a t-test for the two sets of data, were carried out by the computer. In using the program we have become conscious of the fact that it is often useful to carry out a Linear Regression in addition to Correlation, and we will therefore be providing this in the next Ecosoft. The data for these programs will be compatible.

Our philosophy in the development of Ecosoft has been that the software should be really useful, providing a range of statistical tests and the opportunity for users to experiment with a variety of different graphical displays, while remaining attractive and easy to use. The response that we have had from people who have been using it and from those who have seen it demonstrated has been very encouraging. Teachers who have never used a computer before have readily taken to it, and this I believe is because of the advantages that it has over previous methods. Having used this software, many teachers have overcome their initial inhibitions and are now able to make use of the computer for other purposes. One of the teachers who used Ecosoft, made the point that the construction of profiles, graphs or kite diagrams, now need no longer be the end point of an ecological investigation. Results can be produced quickly, inferences drawn and further studies decided upon.

The initial Ecosoft package comprises of two disks and full documentation is available now, and a further two disks and a primary package are in an advanced stage of preparation. Details can be obtained from AUCBE, Exeter University, Hoxton House, Hoxton Square, London N1 6NU.

Fig i

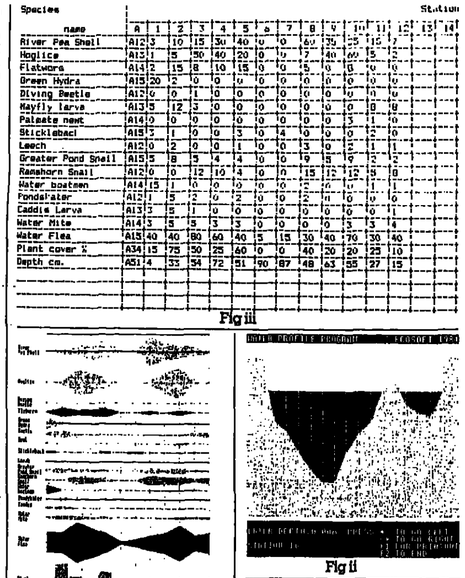


Fig iii

Species name	Station A	1	2	3	4	5	6	7	8	9	10	11	12	13	14
River Pea Shell	A12	3	10	15	30	40	0	0	60	75	25	15			
Hoglice	A13	1	5	50	40	20	0	0	7	40	60	5			
Flatworm	A14	12	15	8	10	15	0	0	5	0	0	0			
Green Hydra	A15	20	12	0	0	0	0	0	0	0	0	0			
Diving Beetle	A12	0	0	1	0	0	0	0	0	0	0	0			
Mayfly larva	A13	5	12	3	0	0	0	0	0	0	0	0			
Palaeke newt	A14	0	0	0	0	0	0	0	0	0	1	0			
Stickleback	A15	3	1	0	0	3	0	4	0	0	0	0			
Leech	A12	0	2	0	0	1	0	0	3	0	1	1			
Greater Pond Snail	A15	5	8	5	4	4	0	0	10	5	0	2			
Ramshorn Snail	A12	0	0	12	10	4	0	0	15	12	5	0			
Water boatmen	A14	15	1	0	0	0	0	0	0	0	0	1			
Pondskater	A12	1	5	2	0	2	0	0	2	0	0	0			
Caddis Larva	A13	3	5	1	0	0	0	0	0	0	0	0			
Water Mite	A14	3	5	5	3	3	0	0	0	0	3	3			
Water Flea	A15	40	40	80	60	40	15	15	30	40	70	30	40		
Plant cover %	A34	15	75	50	25	60	0	0	40	20	20	25	10		
Depth cm.	A51	4	33	54	72	51	90	87	48	63	55	27	15		

Fig ii

Fig iv

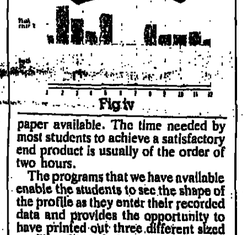


Fig v

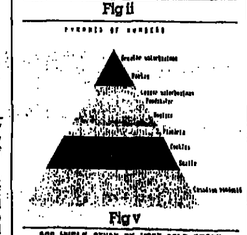


Fig vi

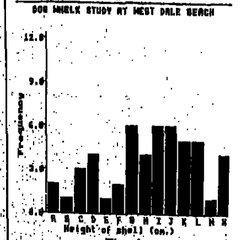
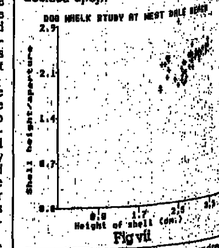


Fig vii



EXTRA

Software co-op

by Peter Avis

This is a description of our efforts to provide a way of getting computer programs into schools as cheaply as possible. It is not suggested as a final solution but an interim measure.

Two years ago the l.e.a.s in this MEP (Microelectronics Education Programme) region – Sheffield, Barnsley, Rotherham, Doncaster and Humberside – set up RESOURCE, a non profit making experimental publishing cooperative. Although we were certainly not professional publishers we always encourged ourselves by thinking that the Ark was built by amateurs but the Titanic by professionals!

As a team we had some writing experience, a little graphics help, and a lot of enthusiasm. We aimed for robust software designed by teachers, programmed by good technical programmers, with straightforward documentation written by teachers.

Apart from the lack of money in schools the reasons for this approach were that we realized that our markets would be small and we wanted to respond rapidly to change. It is possible to produce two thousand books, and keep them on the shelf to wait for a sale, but not a computer program! The manufacturer might change the operating system of the computer so that our program "crashes", or they might bring out a new wonder computer to replace the old. Users might want it to run on a network, or with the latest telesoftware chip.

On the more positive side someone might produce some good educational data for the program to use, or even improve the program. We had to allow for a continually changing environment and we had to be prepared to support the software.

Our thoughts were, and still are, that software should be treated and used as an adaptable and interactive medium and this requires constant maintenance, short production runs, constant involvement with teachers working on new materials and the ability to produce quickly. We tentatively experimented with an initial trial by publishing 25 titles. These were mainly aimed at the primary level and most were produced by the PEAC (Primary Education and Computers), project in Humberside.

These proved to be remarkably successful selling at £3.95 a time and over 1000 programs were sent to schools within the region in the first six months. We reluctantly decided to charge for each program because the project had no capital and we needed to recoup materials costs. The alternative mechanism, l.e.a.s duplicating materials free to schools, would have been prohibitively expensive taking into account the production of documentation and the tapes, disks etc, especially as we hoped that eventually we would have a catalogue of more than a hundred programs.

As well as the need for schools to get software there was an equally important call for teachers to have an outlet for their creative talents. I was continually surprised at how many teachers were able to produce exciting and imaginative work. It seems to me to be absolutely necessary that we found ways of encouraging and disseminating this good work as far and wide as possible.

From the interest shown in the first experiment it was obvious that we could provide an outlet to many people who wanted to see their materials published. At present we have over 50 items in our regional catalogue and another 50 possible items which we could publish after tidying up and document writing.

Our initial regional experiment was a success but we had a lot of interest from teachers outside the region and it seemed a sensible step to look to national distribution. We had several MEP funded projects which also needed to be disseminated nationally. We launched seven national titles just before Christmas.

They all have different ancestries and illustrate the different kind of ways that software can be generated. For example *Birdwatch* and *Flower Search* are two dedicated databases that allow children to go and observe birds and flowers and record their results over a number of months. They can use the computer to search for patterns and display graphs on the screen. This was the work of two teachers who got together as part of a regional team with a programmer. *The Castles Workpack* was produced by David Ellingham in Sheffield as a many faceted resource for primary schools exploring castles as project work.

Control BASIC for the BBC was developed and programmed by Nigel Hunter at the regional centre based on the deliberations of a conference held over two years ago. This conference decided it was important to produce software help for teachers interested in using computers to control outside devices like motors and lights etc. *Control BASIC* provides extra commands in BASIC to allow the user to send signals to the outside world quickly and easily. This work was done in collaboration with the Chiltern Region who developed versions for the RML computers.

The Light Detection Kit was developed at the centre because many teachers were interested in control but could not afford the expensive equipment required. The aim was to develop a kit for less than £15 to allow schools to explore control and analogue signals.

BITS was developed and programmed by Barry Newman from Northants Educational Computing Centre, with documentation by Hilary Pitts from East Midlands MEP region. It was tested by a variety of primary schools. It uses a Logo type environment to allow the user to define procedures which perform computer control operations.

IT in the Secondary School was developed from work at Rowlinson School in Sheffield, together with several other schools. A group of different subject teachers covering history, science, computer studies, mathametics, English, business studies worked to produce a one year third form course on Information Technology. This material consists of a folder of their notes together with the software they developed for the course.

The main point in amplifying these projects has been to emphasize the variety of ways software is produced. I can see no evidence that the demand for initiatives like RESOURCE is decreasing. All the reasons for its existence remain and have increased. In a changing world it is necessary to share our resources and for teachers and l.e.a.s to cooperate. Teachers need to meet, they need to discuss, they need to work with professional programmers, they need trial materials, they need to modify them and support them with good classroom resources, they need to see their work materialize as usable materials for other teachers. Obviously a lot of this activity takes place in various l.e.a.s across the country and it is pleasing to see the cooperation that is going on.

Unfortunately there has been a shift towards the view that good software can only be produced by central teams. There is obviously merit in central units where expertise can be collected together, especially if the work is disseminated by a low cost l.e.a. system, but it is not the only answer. The popularity of programs like *QUEST*, and *DART* from Chiltern, the success of *EDWORD, EDFAX, INFORM, Developing Tray* etc show that what is most acceptable in the classroom has been developed close to the classroom.

At the moment there is considerable debate about the way ahead on supporting education in the area of microelectronics. Of course there is a need for well published packs of significant worth produced commercially, there is also a need for central teams producing definitive materials which can be disseminated by l.e.a.s, there is also a need, however, for local and regional initiatives with a cheap and cheerful image which allow teacher's materials to be distributed to other teachers quickly: that material is the seed corn for the future.

Peter Avis is director of the MEP South Yorkshire and Humberside Regional Centre based at Doncaster.

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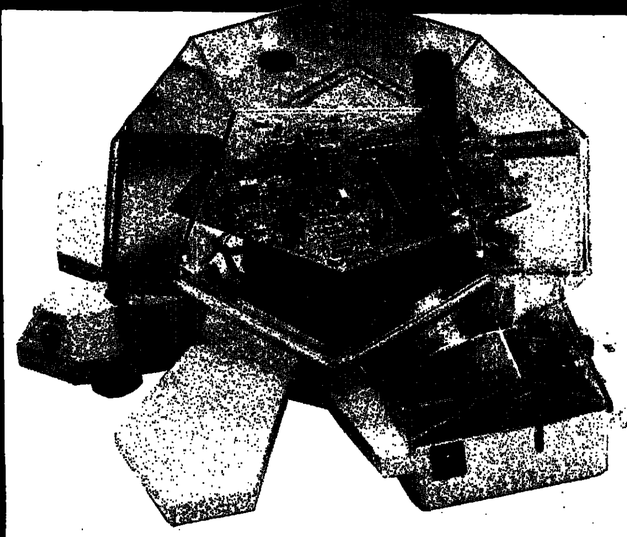

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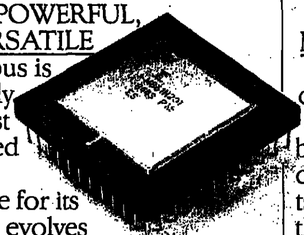

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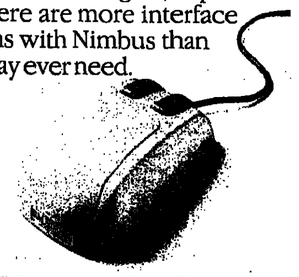

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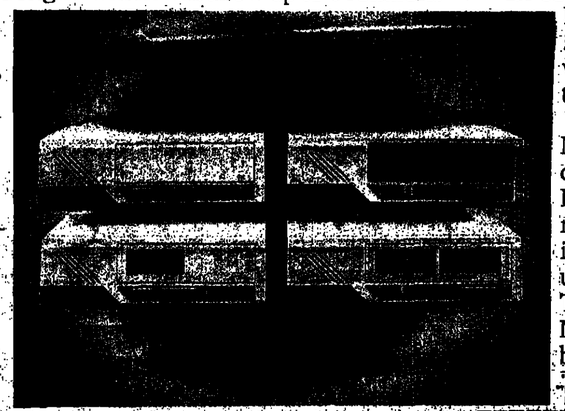

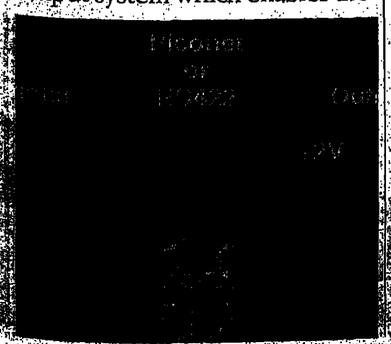

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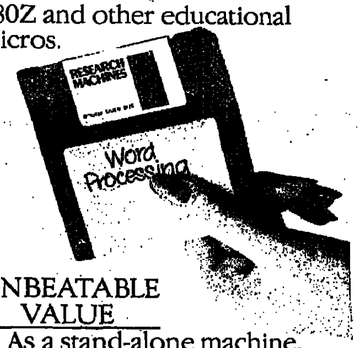

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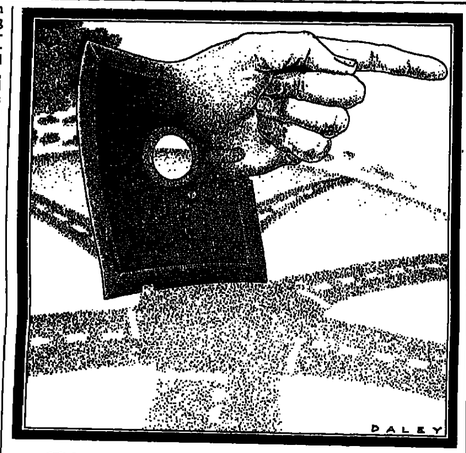

Careers choices

by David White

Essentially, careers education should focus on helping young people to understand and experience the range of opportunities available to them; it should enable young people to experience, understand and develop their personal strengths and qualities and help them to be aware of their limitations; above all, young people need to be enabled to develop and experience a personal sense of autonomy whilst appreciating the responsibilities and skills required to take charge of their own lives.

If computers are to have any place in careers education and guidance, the software must be developed and used as an extension of the curriculum and as part of the personal development of young people.

Guidance work is an open-ended affair necessitating a good deal of administration, resource provision, and individual counselling as well as classroom teaching.

Careersoft has produced two excellent programs, both of which have cross-curricular implications and are reasonably priced. The *Careers Administration Package* has been "designed to assist Careers Teachers in their day-to-day administration"; more importantly it is to be used by students to give them an "insight to the management and uses of computerized data handling". It achieves this by enabling some of the routine tasks of a department to be treated as work experience.

The only personal information required by the program is surname, forename and form which overcomes any concerns regarding confidentiality.

The whole package is menu driven, and requires a disk drive and easy access to a printer; once a year-group of names has been typed into the program – an activity simplified by the use of strong colour and good graphics – three major options are available to the user. First is the facility to type in the dates and times of any interview appointments. These can be printed in a variety of formats and in a number of quantities. This is especially useful for the interviews and group sessions held by the Careers Service with fifth and sixth form students. Frequently, multiple copies of this information are required. The program enables easy up-dating and selective print-outs. A special security code prevents accidental erasure of information by students or staff.

The second key feature is the facility to identify and print lists of selected groups of students for such activities as visits or school teams, etc. A very fast and effective sort routine is available for both these options; 200 names can be sorted by alphabet or form order in about four seconds.

The special print routines are the third main feature of the program. Having selected a group of students for a visit, the program presents the user with a series of questions including the date and venue of the visit, whether registration will be missed or parental consent required. The program will then generate to screen or printer a staff notice, a letter to each form teacher detailing how it will affect members of their form, and a personalized letter to each parent with a reply slip, if required.

The program is capable of achieving its objectives where students are concerned; but many teachers may feel that it is also a useful introduction to computers for themselves and use it to gain confidence while solving some time consuming activities. More experienced users may find the program less flexible than they would like particularly in relation to the standard letter and print format. It would have been helpful to have included a single sheet paper feed option, in order that letters could have been printed onto headed notepaper.

Careersoft's latest program is its *Local Industry Package*. This has been designed as a dedicated database with almost limitless possibilities. It permits students to be involved in a variety of activities, in particular, the surveying of the local industrial and commercial scene. They can use it to practise and develop information-seeking skills and most interpersonal skills.

The product of such activity has implications for opportunity experience schemes such as job sampling and community service work as the data can be quickly accessed by a combination of different search factors.

While most fieldnames are predetermined, three have been specifically left unnamed to allow the user greater flexibility. The printing routines include address labels, telephone directory and different aspects of individual records. A significant development is the addition of a simple text editor with a mail-merge facility; equally, the program enables any wordprocessor capable of spooling text to file to be used. Single sheet paper feed is also available.

Both these programs come with good documentation, the latter including teaching materials. They both make excellent use of colour, graphics and visual display, sound being used for warnings or to denote a change of activity.

Pre-CASCAID has been developed to encourage students to investigate a broad range of career opportunities and uses an adapted form of the careers file from the mainframe CASCAID guidance aid used by many l.e.a. careers services. The program is in two parts which the user can swop between at any time.

The "Aspects of Work" section encourages the exploration of job characteristics. To assist in this process, students select an academic level and one of three possible ways in which jobs can be classified; relevance to certain school subjects, the way in which the career appears to other people, or the industrial/commercial setting in which the job usually appears.

A further list of options are offered resulting in a list of career titles relevant to the choices made. Students can choose to amend their choices or move to the second part of the program, the "Specific Careers" section.

In this part of the program the user can select further information on any of 410 career titles. This necessitates reference to the printed manual for a code number. All the titles are cross-referenced to the CLCI – the Careers Library Classification Index. Users would have some difficulty in pursuing further information sources by themselves if their school or careers service did not use this index.

The "Specific Careers" section can be accessed separately from the rest of the program.

The documentation is neatly presented and there is a worksheet that can be photocopied – but is printed in green ink and may cause difficulties with some machines. A major omission from the program is the lack of a printing facility; the acquisition of hard copy is an important motivator for many young people and serves as an accurate record of investigation which can be shared with parents, friends, careers officers and teachers.

The on-screen presentation is generally good, although some may not favour the use of magenta on black, particularly those who only have access to green screens or black/white monitors. There are other minor niggles at some aspects of the presentation, but, in general, the program is a useful addition to careers information-seeking resources.

Pathfinder and *Supermarket* are two programs published by COIC (MSC). *Pathfinder* makes use of an "action maze" to enable students to make choices on behalf of Chris, an imaginary school-leaver with few or no formal qualifications. In so doing, young people are actively encouraged to think about and discuss the implications resulting from selecting various courses of action.

Although in no way responsible for the concept and design of the program, the reviewer did co-author the accompanying teaching notes.

Supermarket is a retail management simulation game. It can be played by one person, or by two people in competition with each other. Users can choose to be "Trainees" or, as they become more proficient, "Professionals".

The game is in two parts; at the beginning of each week, decisions have to be made regarding profit margins, staffing levels, etc. After making these decisions, the player has to run the store. This part of the program is in real time, that is, hours pass by, shelves become depleted, new stock has to be ordered, a balance has to be maintained between the number of checkouts open and the number of customers at the tills, which in turn means deploying staff between shelf-filling and checkouts – in case that is insufficient, extra stress is caused by the inclusion of late night openings, part-time staff, various unforseen events and the level, or lack of, profitability being constantly displayed on the screen.

The Pause button does more than enable the teacher to discuss various learning points – it gives all concerned a well earned breather. The program has excellent graphics, and makes good use of colour, sound and visual display; it reflects a standard for all on-screen presentation of educational software. The documentation includes a sheet on which to record weekly decisions.

References:
The **Careers Administration Package** and the **Local Survey Package** are available from Careersoft, 5 Greenacres Avenue, Shelf, Halifax HX3 7RL. They are only available for the BBC Model B with disk drive and cost £19.50 each.
Pre-CASCAID is available from the CASCAID Unit, County Hall, Glenfield, Leicester LE3 8RF. It is available for the BBC Model B with disk drive, and for the RML 380Z and the RML 480Z machines. Cost: £27.50.
Pathfinder and **Supermarket** are available for the BBC Model B on cassette or disk from COIC (MSC), Moorfoot, Sheffield S1 4PQ. Costs: Pathfinder £12.00; Supermarket £25.00.
All the programs are available on 40 and 80 track versions for the BBC Micro.

David White is Head of Guidance & Careers Education, Ecclesfield School, Ecclesfield, Sheffield. He is co-author of the teaching notes for Pathfinder *and acts as a software consultant to COIC. Whilst on secondment to the CCDU/ COIC Training Project he completed a survey of micro software for careers education, and developed a two day inservice course.*

Further information about the Project is available from Barry Hilton, CCDU/ COIC, 62 Clarendon Place, University of Leeds, Leeds LS2 9TT.

Job knowledge indices

Alan Butler on a software version of the JKI

Job Knowledge Index.
Eight group titles, published as printed resource packs and software for BBC B, Commodore 64 and RML 480 Z micros.
Resource packs £4.95 each; cassettes £8.95 each.
Published by Careerdata, Yeoman House, 76 St James's Lane, London N10 3RD.

Many careers advisers are already familiar with Michael Kirton's work on the development of Job Knowledge Indices. The principle is simple enough: use critical unambiguous questions to help build an objective picture of particular occupations. The material now published comprises eight titles: teaching; the medical profession; broking and insurance; design; nursing; finance banking and accountancy; buying and selling; air traffic control and air crew. Each pack has been thoroughly researched – 175 professional bodies have been consulted, discussions held with 15,000 practitioners and the readability has been tested in 150 schools with 25,000 pupils.

David Cleaton has joined Michael Kirton in publishing a revised JKI in two formats – resource packs and software. Each pack consists of a questionnaire (with around 25 critical questions, posed as statements requiring a true, false or don't know response to be recorded), and an answer sheet for checking responses (which identifies the correct answers, qualifying these with explanations and sources of further information, as well as other related jobs). With only 35 indices included in the eight published packs, and 25 more (five packs) in preparation, the range of information is unfortunately limited. Occupations covered are at a technician level and above, and the readability suggests that the material will be more appropriate for fifth and sixth formers, and students in further and higher education. In too many cases it was frustrating to find incomplete sentences in the answers, and one wonders if the system is as autonomous as the concept would permit.

The indices are designed to complement rather than replace careers literature, and the advantage of JKI is that it is a well researched, accurate and relevant tool, providing information that is not always easily available elsewhere. A shelf life of approximately two years is, however, certain to be a limitation, though an updating service is expected to be available. Quite clearly, students can use the indices at their own pace, and by testing out their knowledge, their self confidence can be enhanced.

I can see their use in vocational counselling as an aid to testing out a students' occupational knowledge, but remain unconvinced that while the questions are designed to be answered easily and readily, the indices provide the educative process to help students formulate questions for themselves.

The microcomputer version is easy to use, incorporating identical material to that published in the packs. Clearly JKI does not need to be computerized – this is a computer orientated rather than problem orientated approach.

Nevertheless it could be a valuable addition to the careers library, and there are advantages in following the questions systematically rather than being able to skip those which are not of particular interest. The questions are carefully designed, and they are relevant. It is a pity that they are so task orientated. Personal effectiveness skills for more than task competence, and that aspect of guidance will need to be provided away from the micro computer and the resource packs.

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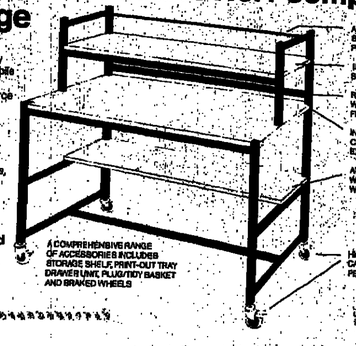

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(Computer Weekly, 31.01.85.)

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(Practical Computing, Mar 1985.)

"Research Machines brilliant new Nimbus"
(Guardian, 24.01.85.)

"The RM Nimbus has an incredible specification for a machine with a (commercial list) price starting at £1395."
(Computing News, 02.02.85.)

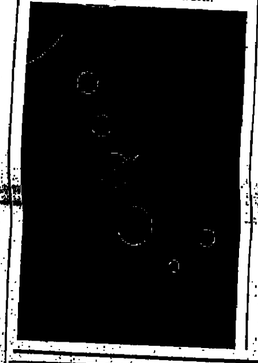
EXTRA

...and then she had the idea of dividing it by 360'

Celia Hoyles, Rosamund Sutherland and Joan Evans observe collaboration between pupils using LOGO in mathematics

At a theoretical level the educational world has long accepted the inadequacy of a model of teaching which is essentially one of transmitting a body of knowledge from teacher to pupil. In practice however the recent HMI's publication "Education Observed 2" (published by DES) reports that "teachers need to have higher expectations of their pupils, to take greater account of pupils' individual differences and generally to make lessons less teacher-dominated". This report also goes on to comment that most secondary school classrooms do not "encourage pupils to develop arguments; to formulate, as well as, to answer questions; and to articulate their ideas through more open discussion". Mathematics educators since the publication of the Cockroft Report (1982, Mathematics Counts, HMSO, London) are also now far more aware of the potential role of discussion in the mathematics classroom and are trying to find contexts which encourage children to talk about their mathematics and explain what they are doing.

Changing emphasis in the mathematics classroom from a teacher-centred to a more pupil-centred approach is not however an easy task. Individualized learning schemes have started to shift the balance but it is still the case that most pupils do not expect to discuss, collaborate and take responsibility for their own learning. The advent of the microcomputer provides a golden opportunity to make more progress in the mathematics classroom, programming in Logo is already being shown to stimulate exciting investigative, pupil-centred work.



The secondary school mathematics classroom has specifically focussed on the nature and extent of the collaboration between pairs of pupils while programming in Logo. During the year 1983/1984 we acted as participant observers in two first year comprehensive mathematics classes in which Logo was part of the normal mathematics lesson.

Both these classrooms follow individualized working schemes (SMILE and SMP 11-16). In one classroom the pupils had the use of two RML machines and in the other the use of four Commodore 64 computers. The pupils worked in pairs and were given the freedom initially to devise their own goals and how they might be achieved. This we have found to be important for building confidence and encouraging involvement.

We carried out detailed case studies of four pairs of pupils from each school across a range of ability and gender. We made video recordings of all the computing sessions of our case study pairs and recorded all their spoken language. We have transcribed the data and developed categories of intervention, programming activity and collaboration to use as frameworks for our analysis.

The analysis to date indicates that Logo within the mathematics classroom has provided a rich context for the use of mathematical ideas and processes. The activity has provoked pupils to come up with and struggle with challenging goals of a mathematical nature and in so doing learn to articulate their thoughts and communicate and negotiate with their partners. We have found that pairs of pupils need time to learn to work together effectively but none the less have observed a qualitative development in their collaborative skills. For example pupil pairs are now using the following types of responses and initiatives when working together: suggesting challenging ideas; keeping the project going and monitoring the pair's activity; changing the level of representation of the work from the conceptual to concrete or vice versa; provoking reflection; encouraging and demanding systematic recording and checking.

We have started to look at the different levels of collaboration and have observed that the relative dominance between pairs tends to vary throughout the different kinds of activity. We have also found that the longer the pupil pair work together the more interchangeable the roles become as pairs adjust flexibly to the needs of the partner and the needs of the task. Pupils do not seem to have a rigid working style but tend to change their approach according to their goal, its context and the general social situation.

John and Panos are one of our case study pairs. Panos is an outgoing friendly talkative boy with a tendency to be impulsive and easily distracted. John on the other hand is quiet, reserved and thoughtful. John has an important role within the pair of "managing". Panos is bringing him back to the work when his attention wanders and encouraging him to reflect and be more systematic. For his part John obviously appreciates working with Panos and finds him a source of a stream of exciting ideas.

By the end of the year both the boys were able to demonstrate a remarkable ability to question each other and try to explain when their partner was confused. This is illustrated by the following excerpt in which the pair were defining procedures for regular polygons. They had already checked in direct drive procedures for a pentagon and a hexagon. Panos then confidently defines a procedure to draw a triangle in the editor:

```
TO TRI
REPEAT 3 [LT 60 FD 20]
END
```

John was not convinced that this would work:

"I'd laugh if it didn't work."

Panos then remarked:

"So would I . . . well I wouldn't actually laugh."

Of course when they typed TRI the turtle did not draw a triangle! John was certain that he had known that it would not work:

"I knew it."

Panos was baffled and asked John to help out:

"Where did we go wrong?"

John tried to explain but was really only at the stage of trying to sort out his own ideas:

"You went wrong with the . . . what was it?"

John needed to look back at the procedure definition. He did this and tried again to explain in a rather halting fashion making reference to the total turtle trip theorem:

"It can't be 60 you know . . . that's 180 . . . three 60's are 180 . . . not 360."

Panos still did not understand John's reasoning but realized that he needed to return to the concrete level of direct driving.

"We've got to do it slowly."

Panos started to draw a triangle in direct drive thinking aloud as he did it:

"60 . . . 60 . . . it's 60 I'm sure . . . 'cos remember equilateral triangles are 60 degrees . . . and a triangle has 180 degree angles . . . so three 60's . . ."

John however wanted to try out his idea:

"Can I just try 120?"

Panos was willing to let him try although he was not convinced:

"Yeah . . . I don't know if it will work . . ."

John typed in

```
REPEAT 3 [ RT 120 FD 60]
```

and as the correct image emerged John said

"It does . . ."

Panos was impressed but still wanted to know why:

"Voila . . . how did you do that"

John could now confidently and clearly explain:

"It's 120 . . . look it's 360 around a point and you've got to . . . so it's 120 . . ."

Sally and Janet are another of our case study pairs. Sally is an exceptionally shy pupil who lacks confidence in her own ability but is considered by her mathematics teacher to be the brightest in the class. Janet is a bubbly outgoing girl who is about average in class for mathematics and loves using the computer. Janet and Sally are friends in and out of school. They both value their collaborative Logo work as illustrated in their own words:

(Janet) *"Well I reckon it wouldn't be as good on my own . . . because we both can do different things, and so when you put it together you get a better thing than you would on your own."*

She also said that:

"Well . . . I normally think up the idea of what to do and then Sally, normally . . . ummm say we're doing the ummm school thing . . .

continued on next page

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EXTRA

continued from previous page

wouldn't know how to get the corners and I kept on trying and then she had the idea of dividing it by 360 . . . like if I was on my own I'd keep on trying to get the right angle . . ."

Janet also told us that she thought she learnt more from Sally's explanations than from the teacher's:

"Like a teacher would tell you and go off . . . if Sally told me she'd stay and she'd help me . . . and we help each other . . . we like teachers but we don't like teachers . . . if you know what I mean . . ."

Sally's perspective on the collaboration was:

"There's always like a little argument between us to see what . . . usually I'm wrong . . . ummm we're supposed to turn left and Janet thinks we're supposed to turn right . . . usually I'm thinking about something different as well . . . so I usually get it wrong."

We think that Sally benefitted from the collaboration because Janet provoked her into elaborating her ideas thus helping her to think through them more clearly. Janet also provided a continuous source of suggestions, ideas and comments. We think that Janet benefitted from the collaboration because Sally was able to make decisions at a conceptual level about mathematical issues and explain her decisions to Janet. This helped the pair to progress in their task and also helped Janet's understanding of the issue. This is illustrated in the following extract when Sally and Janet wanted to make the turtle draw one and a half circles using the ARCR command. Janet wanted to enter:

ARCR 40 360
ARCR 40 180

However Sally wanted to combine these commands into:

ARCR 40 540

Janet did not understand what Sally was doing so she questioned her:

"What you doing?"

Sally started to explain:

"That will take it round to there."

Janet did not want to take the risk of trying something which she was not sure about:

"No just do 180 . . . that will take it down to there."

Sally was insistent:

"Yes I know but . . ."

Again Janet disagreed:

"That's where we need it . . ."

This provoked Sally to elaborate her argument:

"Yeah . . . I know but instead of doing two 'commandments' you can just do one 'commandment'."

Janet asked her to elaborate more:

"How?"

Sally replied without any explanation:

"ARCR 504."

Janet corrected Sally's arithmetic (indicating that she was at least following the argument):

"What 504 or 540?"

Sally then tried to explain again:

"Oh 540 . . . that will take it round to there without having to do that . . . 'cos if you add that to that you get that . . ."

Janet because she still did not understand was prepared to question again:

"No but . . ."

Sally now replied with a carefully reasoned explanation provoked by Janet's persistence:

"Say if you told me to walk five steps and I walked five steps . . . then you told me to walk another five steps . . . so I walked another five steps . . . you might as well tell me to walk another 10 steps . . . that's what I'm on about . . ."

The issue was resolved by Sally typing in ARCR 40 540.

The way the pairs of pupils have learned to collaborate together during their Logo work as illustrated above seems to have spread to their other mathematical work and affected the level of discussion of mathematical issues within the mathematics classroom generally. We believe that this could only happen if the computing work is seen as a natural part of the mathematics curriculum with the computer available in the mathematics lesson for use as and when appropriate.

We will continue to study four of our case study pairs throughout the next two years of their schooling and are also extending our work into another ten London secondary school mathematics classes.

The report of the first year's work has just been published and can be obtained from: Rosamund Sutherland, Logo Maths project, Institute of Education, Department of Mathematics Statistics and Computing, 20 Bedford Way, London WC1H 0AL. (Price £5.90 + £1.80 for postage UK.)

This research was funded by the Leverhulme Trust.

Music and micros

by Mike Thorne

In these days of industrially motivated curricula, it is surprising that music education has escaped the treatment. Given the large sums of money made in the pop music industry, why hasn't the DTI given half price music synthesizers to schools to persuade more youngsters to seek a career in the music industry?

Certainly the Japanese and Americans are convinced that a boom is due in sales of professional recording equipment and computer-music gadgets. For some months there have been two magazines – *Home Studio Recording* and *Electronics and Music Maker* – devoted to them. From their pages you can select a 16-track digital recording system complete with mixer and various devices to change the sounds held on tape for about £10,000 – to install in your home – or for just £900, a keyboard synthesizer of the quality used by many leading pop groups.

Just a BBC Micro will do to begin with, however. Indeed, in Jersey the education authority has bought all music departments a BBC Micro so that a start can be made on harmonizing curriculum with machine. But as Colin Wells, manager of the Reading Music Education Centre Microtechnology Unit discovered during a research project carried out in three West Country authorities, until recently there was very little good quality commercial music education software around. And his survey took in more than 40 programs.

The Reading Music Education Centre Microtechnology Unit was set up by Dr Anthony Kemp, director of the Music Education Centre. Dr Kemp observed that computerized music devices were becoming cheaper and gaining in popularity and that there was a danger of music teachers being left behind. Rather than have the technology take off on its own direction, it would be better to gain control by knowing what possibilities were and deciding upon an appropriate curriculum. As a result he established the microtechnology unit funded jointly by Reading University and the Microelectronics in Education Programme (who are providing £75,000 over the period September 1984 to March 1986).

Kemp emphasizes that microtechnology is just one aspect of the Music Education Centre's work which is also undertaking a large project in multi-cultural music education. Principally it is a resource centre, now offering more than its unique collection of music books and the more traditional apparatus of educational technology. And while the main aim of the centre is to provide a service to the six authorities close to Reading, the computerized instruments and software are available for any callers to try out.

The unit will also mount two or three day courses within the Microelectronics in Education Programme's regions or i.e.a.s and a whole series of conferences is being held in Reading culminating in a week's residential course for teacher trainers in July. (More details can be obtained from the centre on Reading 875855.)

According to the MEP *Update on Microtechnology and Music Education* (which the centre prepared) most of the software available is for the Apple computer and from the USA. Nearly all this material, it says, is designed to instruct individuals in fundamental music theory and aural training, though some utility programs for helping with composition are available with the more expensive keyboard add-on systems. If your vision is of children freed from their own performance inadequacies to use their creative musical ability to the full, the technology lets you down – for the present at least.

Thus, the otherwise excellent *Music 500* system (for the BBC Micro, from Vector Marketing) allows eight voices in a composition which can be output in any of seven stereo positions and has a frequency range as good as the very best hi-fi system – but has to be programmed in a special language called AMPLE. AMPLE uses reverse polish notation so that asking the system to play a chord by combining note A and note B could in effect be written A B complete SOUND. The following stream of hieroglyphics makes Lute Tablature look simple and will be meaningless to most music teachers:

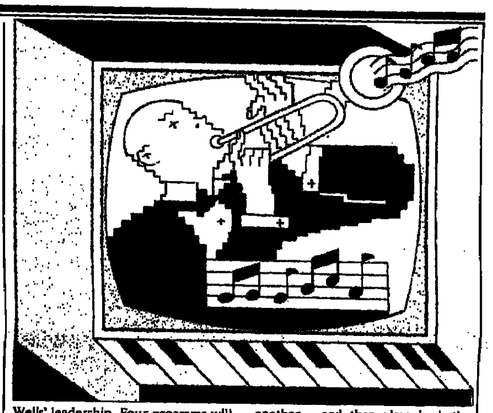
```
"Wsw"  [8:48,C24,E//E  48,dcFfe
       dEGG+fg//e 24
```

Actually, it's part of the carol "While Shepherds Watched" written in AMPLE. In *Note Invaders* from Chalksoft, which offers drill and practice note recognition, typing skills seem more important for success than ability at the actual musical task. But worryingly, the program *was* popular with pupils in the West Country.

More recently, respected names in music education have started to explore possibilities. The Reading Centre has a couple of programs from George Self. *Silent Music* is an exercise in keeping to the beat. *Rhythm 2: Learning Rhythms* allows you to enter a rhythm in ordinary musical notation and then you can hear a tune made up on that rhythm. When you're happy with one voice, a second can be added and then it's possible to hear the tunes together.

ITMA has also been developing music education software under Colin Wells' leadership. Four programs will soon be ready for distribution. These include *ZIG* where one child works on the computer at a time and has to decide if the second note played through the computer's speaker is lower or higher than the first and then gets an instant response – right or wrong – and *CHORDS* which allows you to enter a chord sequence – possibly to modulate from one key to another – and then plays back the result.

Seen in the context of the new 16+ National Criteria for Music, with the emphasis firmly on composition, listening and performing, both software and hardware have a long way to go. By establishing this centre, MEP and Reading University have made a timely contribution to involving computers in the realization of these ideals.



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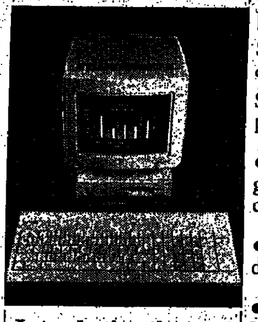

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EXTRA

Mike Bostock on two new developments funded by the Microelectronics Education Programme

In touch with a computer

Unveiled at the Computers and Hi-Technology in Education Exhibition held recently at the Barbican was the latest product of the work of the Microelectronics Education Programme, the Touchtech 501 Touch Screen.

This device is a low-cost equivalent of the type of computer touch screen recently seen in advertisements for expensive business computers. It is the result of a joint development project involving the MEP, Microvitec Ltd., the Department of Trade and Industry, and Trowbridge College, Wiltshire.

The Touch Screen itself is essentially a metal frame designed to fit snugly to the front of the standard monitor supplied to schools under the Department of Trade and Industry's micros in schools scheme. The Touch Screen has an integral base that raises and angles the monitor to a suitable working angle. Two cables run from the Touch Screen to the microcomputer to provide power and communication via the serial port. The current release version is supplied with a disk containing nine introductory programs for the BBC computer although the Touch Screen will in practice operate with any microcomputer that has an RS232 port. This includes the RML 480Z, RML Nimbus and the Sinclair Spectrum (with microdrive interface).

In practice the Touch Screen works by sending out a series of invisible infra-red beams that scan the screen aperture. A finger placed on the screen will be detected as a shadow and its position will be calculated by the Touch Screen circuitry to a resolution able to identify around 10,000 individual positions. This finger position can then be interpreted by the computer program to represent one of many types of response.

The programs supplied with the screen demonstrate a number of possibilities for its use in an educational context. Several of these have been developed under a DTI-supported project based at Trowbridge College in Wiltshire currently investigating the educational potential of the Touch Screen. The demonstration programs have been chosen for a general audience though they do clearly indicate that one very important user will be the younger child or those children with learning difficulties.

In one program, *Artist*, a child may select a colour from a palette and finger-paint directly on to the screen. Completed paintings may be saved on a separate disk and brought back at a later date.

Other programs aim to demonstrate how the Touch Screen can be used rather like a specialist keyboard where areas of the screen are marked off to represent the choices available. Hence coins can be chosen in the program *Money* to accumulate a given sum. In another program letters are touched in order to rearrange them into a word, and pictures are touched in a third example so as to indicate the odd one out.

A variation of this is the more elaborate program *Music* where an on-screen keyboard can actually be played by touching the keys. Other buttons select the sounds of different instruments. Options include the creation of new sounds by moving the shape on a graph around and the writing and storage of short passages of music.

Making existing programs operate with the Touch Screen will usually involve adding two short procedures to the program that will detect and interpret the finger position into a response required by the program. This is explained in the handbook that accompanies the demonstration programs.

The Touch Screen is an "intelligent" device in that it contains a computer and is consequently able to respond to touch in one of a number of ways depending on which mode of use is selected by the program. For example, it is able to determine not only the position of an object placed against the screen but also its size. Hence it would be possible during the course of a program to determine when several fingers, or the whole hand, has been pressed against the screen. Simple shape recognition would also be possible using this particular mode of use, so a child could be asked to match a number of shapes to one presented on the screen.

In another mode of operation the computer can monitor the position of up to four fingers at any one time. This raises the possibility of designing programs that would allow two children to work on a program at the same time, perhaps in an interactive or competitive manner.

Several advantages of using a Touch Screen as an input device to a microcomputer are immediately obvious, particularly where we are considering very young children or those children with special educational needs. The most significant feature is the very natural and direct way that choices may be selected during the course of a program. Using the Touch Screen there is no need for children to turn their attention away from the screen on to a keyboard in order to indicate a choice. In this way alone it is an improvement over the standard computer keyboard that presents a shuffled alphabet in capital letters to an enquiring child.

There are many similarities between the Touch Screen and the overlay keyboard, an input device where areas of an overlay represent keys. However, with the Touch Screen there is the additional advantage of being able to change the screen overlays as often as the program requires, again removing unnecessary distraction from the activity.

Beyond the introductory programs and those that individual users may write for themselves it is clear from the interest already shown by the educational world and by software development agencies that there is likely to be a growing quantity of programs written so as to make use of these new techniques. The Microelectronics Programme is currently preparing the next batch of programs for the Touch Screen, mainly for the younger child. These include the program *Trace* that encourages a child in the drawing of letter shapes. The computer can monitor the child's finger movement and determine whether the component strokes of the letter were in the correct order and direction.

In the near future we might expect the development of further programs for other educational applications of the Touch Screen. Technical, business-style and menu-driven programs are all likely to benefit from its use and it will be an obvious choice for driving the advanced learning systems of the near future based on interactive video.

The introduction of this new enhancement to a microcomputer raises many possibilities and it is clear that we will have much to learn about how it might be exploited to the best advantage of education.

The Touchtec 501 Touch Screen raises many new possibilities for the enhancement of those learning activities based upon the microcomputer. It is also clear that those of us involved with education will still have much to discover about how we might further exploit the new technology in the creation of new tools and new opportunities for learning.

The Touchtec 501 Touch Screen is available from Microvitec PLC, Futures Way, Bolling Road, Bradford. (UK educational price £210 exc VAT).

Light work

That curious collection of stripes, the bar code, has nowadays become a fairly commonplace system for coding information and can be found attached to many everyday items from packets to paperbacks.

The techniques and applications of bar codes are a rich example of information technology in action and potentially relevant to many studies that wish to examine the wider uses of the computer as part of an awareness or specialist course of study.

Up to now, however, the cost of this technology has been beyond the reach of the average school *The Bar Code Reader Package* (BBC version) published by Addison Wesley and produced by the Microelectronics Education Programme aims to provide the teacher with a complete resource pack in the study of the different types of bar codes, their many uses, and the principles of the way in which they are encoded and decoded.

The package is a low-cost, multimedia production supplied in a large quarto sized wallet suitable for shelf storage. Inside the wallet there is a bar-code reader, a disk or cassette with seven application programs, a stainless steel stencil for drawing bar codes and a 43 page resource book.

The bar code reader itself is a wedge-shaped, opto-electronic device capable of resolving lines one six-thousandth of an inch wide. The shape of the reader provides a degree of upright stability, particularly during the reading of thin strips of bar code. At the rear end of the reader there is a cable and plug that goes directly into the microcomputer.

The resource book is divided into four sections. First a guide to the operation of the applications programs; second a set of worksheets, which may be freely reproduced (these provide a set of graded activities based upon each program in the pack) and third samples of the different types of bar code that can be read by the reader. The last section provides background information and an explanation of the types of bar code that are referred to in the pack.

The application programs begin with a program called *Scan* that helps the user to develop the correct scanning technique. It does this by plotting a graph of the speed of travel of the reader across a series of evenly-spaced bars and offering comments on the results.

A program called BCBASIC appears at first glance to take the user back to the "switch on" condition of the computer, but the words "bar code reader" in the initial message reveal that the computer will now interpret what is scanned by the reader as if it were typed in at the keyboard. Hence the bar coded reader may be used as a facility for the rapid entry of computer programs in bar code form. This system is currently being used by one computer magazine and a number of publishers as an easy-to-use, low cost medium for publishing computer programs. Another program in the pack, *Printer* closes the loop by enabling bar-coded computer programs to be printed out on a standard school printer.

Beyond the facility value of the bar code reader there are a number of programs in the pack that allow the principles and applications of bar codes to be investigated. The program *EAN* refers to the type of code found on packets of comestibles and stands for European Article Numbering code. Using this program the contents of a larder may be explored to discover the country of origin of each item. Beyond this the child may build up a small database of items that can be used in a simulated point-of-sale activity where the products will be identified and the costs totalled.

Decode-it is a program that is used with the metal stencil and allows children to make messages in bar code form and read them back. During this activity the child uses the stencil to draw bar code "digit" is used to ensure integrity during the transmission of this information.

Another program *Music* also uses this simple binary bar code, only it is now interpreted to represent the pitch and length of a musical note. The last program *Picture* sets up the bar code reader as a simple optical input device to show how a picture may be digitised as a precursor to the study of techniques like character recognition.

Overall, the *MEP Bar Code Reader Package* aims to provide a versatile and complete resource pack capable of enhancing those areas of study relating to Information Technology.

Top Marks

Here's what some independent reviewers think of the quality of Sunshine's educational titles for the BBC and Electron micros

Programming for Education on the BBC Computer
John Scriven and Patrick Hall 0 946408 10 6 £5.95 net
'This is a good book to help the teacher make full use of the BBC'.
Which Micro Feb 1984

'An excellent introduction to the use of computers (not just the BBC) in a primary school environment . . . The book is worth reading by anyone connected with primary education, and will prove invaluable to those interested in producing educational software. The programs . . . are well-written and will provide a good source of modification and the stimulation of new ideas'.
Marcus Jeffery, *Using the BBC Micro*

Making Music on the BBC Computer
Ian Waugh 0 946408 26 2 £5.95 net
'It is the best music making book for the BBC yet'
Educational Computing

Programming for Education on the Electron Computer
John Scriven and Patrick Hall 0 946408 21 1 £5.95 net
'A rich variety of programs . . . any school wanting to build up its software library quickly will find a good solid range of programs here that are well documented . . . good value for money . . . should prove of value to schools.'
Educational Computing, May 1984

DIY Robotics and Sensors for the BBC Computer
John Billingsley 0 946408 13 0 £6.95
'Enjoyment through practical learning is the theme of this book. A substantial addition to the rather lightweight resource material at present available in this field.'
Electronic Systems News, Autumn 1984

For further information on these and other Sunshine educational books contact Mark Slade on 01-437 4343 or write to Sunshine Books, 12/13 Little Newport Street, London WC2H 7PP.

EXTRA

Tale of two schools

. . . united in the belief that information technology can act as a catalyst to change curriculum and teaching methods

by Virginia Makins

In September 1982 the Microelectronics Education Programme and the Department of Industry sponsored Croydon Education Department to develop materials for teaching 9 to 14-year-olds about Information Technology. A series of 12 booklets, with supporting software and teachers' notes, will be published (by Addison Wesley) during 1985.

The materials take a practical approach. They can be used either in a self-contained course, or they can be integrated into the teaching of a variety of subjects. They were designed to be used flexibly, depending on the strengths and preferences of individual schools and teachers.

As well as looking at the applications and implications of modern information technology at home, at school, at work, and for leisure, the course asks pupils to think about what information is, and how we – and people in the past – use it, store it, access it and communicate it.

Teachers are asked to teach information technology as a practical activity, in a way which will build pupils' confidence in using computers. The course aims to teach pupils how and when to use computers – not how they work.

This year Croydon is launching a Certificate of Computer Competence, based on work done at Monks Hill High School. The certificate will be awarded in association with the main local newspaper. It is divided into four elements, and can be awarded to pupils who, in the course of using computers, demonstrate to their teachers that they had acquired the very specific skills listed for each of the sections.

The four elements are elementary computer use; knowledge of computer applications; communications technology; and machine skills. Teachers have checklists of the required skills for each section, and are told to assess students' capabilities on the job, not to test them separately.

The aims are to encourage a large number of pupils to learn to use a computer with confidence, to acquaint pupils with the major uses of computers; and to encourage them to use computers to perform tasks that would otherwise be unduly tedious. One important aim of the certificate is to demonstrate to girls that in practice, they are just as competent as boys at using computers.

If you wanted to demonstrate the inequalities that can develop between neighbouring city comprehensives, you could hardly do better than to take two schools in the London Borough of Croydon, St Andrews Church of England School and Ashburton High School.

Both schools are 11 to 16 comprehensives. St Andrews is small, with 320 pupils, and is three times oversubscribed. When it went comprehensive in 1975 people say, exaggerating slightly, that it was transformed from a secondary modern to a grammar school overnight.

Parents' contributions more than match capitation every year. In the past five years they, together with local industry, have spent more than £55,000 on computers and technology, started expanding the crowded building, and (along with local industry) helped to equip a special room for technology.

Ashburton is large, with over 1200 children, and thanks partly to Sir Keith Joseph's refusal to allow Croydon to shut a neighbouring school, does not find it easy to fill its places. Where St Andrews attracts managerial and professional families from all over the borough, Ashburton increasingly recruits from the multi-occupied housing on the inner London border.

The link between the two schools is a head, Peter Jenkins, who believes that information technology can act as a catalyst to change curriculum and teaching methods. Jenkins took over Ashburton in September after nine years at St Andrews.

At St Andrews, in the very early days of microcomputers, he brought them into the school as one way of putting a small and possibly vulnerable comprehensive on the map. Now at Ashburton he takes a much wider view.

Partly, he sees information technology as the best way of moving on from a scene where "the science labs are Dickensian, the old language laboratory is unusable, the library is open for only half the day, the metalwork room is like a museum, and there isn't an adequate telephone system in a school with a teaching staff of 80."

But more important, he believes that new technology might act as an agent of change for teaching methods and curriculum throughout the school. To that end he has appointed a Scale Four teacher with the title of Director of Studies – Educational Systems, with a wide-ranging brief to develop resources for learning, including those based on new technology, across the curriculum.

The man who got the job was Bill Bouskill, who had been head of Physics at St Andrews and oversaw the development of both computer studies and a three-year information technology course for all pupils through their first three years.

"At St Andrews we went for the hardware on a 'suck it and see' principle" says Peter Jenkins. "We left a computer in the staffroom, flung one out to the science department, tried to build links with mathematics."

At first, the growing collection of machines was used with pupils mainly for computer studies. After two years, Bouskill felt that some foundation work for third years was needed, and a core course was introduced for all pupils. In September 1982 they decided that all St Andrews pupils should do a three year Information Technology course.

This was well in line with developments in Croydon, who were producing materials, based on work in other pioneer schools, to teach information technology to 9 to 14-year-olds in a variety of ways (see box), and specific courses for 11 to 14-year-olds.

Many of the ideas and materials were used for the course at St Andrews, and from September this year, most Croydon schools have a third year information technology course.

According to Bill Bouskill the St Andrews course was in a constant state of transformation when he left the school in January 1985. One reason was that the children who started in their first year could be taken much further. But improvements in the technology had also knocked out large chunks of preliminary teaching.

By 1984, the first year course consisted of some work on the nature of information; some programming with Logo; and an introduction to a very simple wordprocessor. There was work on code making and breaking, and constructing simple computer quizzes.

Second years did more detailed work on finding and using information, learning more about libraries, making and using simple databases, and learning about on-line information. Gradually, as pupils moved on to the third year, they were introduced to more sophisticated systems, and finally they met professional wordprocessing and databases.

Bill Bouskill summed up "By the end of their third year I would like them to be able to use wordprocessors for a variety of purposes, whether it's their own work or producing the school magazine.

"They should be able to create their own databases to investigate problems, know about spreadsheets, and see the potential of computers for handling statistics. Eventually, I would like to see them using on-line information systems for project work. And I would like them to manage the network – not me."

According to Bouskill, the teaching was fairly didactic at first, showing pupils how to program in Logo, or to handle text on the wordprocessor. But once they had been introduced to the skills, they were encouraged to use them for their own purposes. Even low down the school, pupils were beginning to want to write up projects on the word processors.

This, again, is in tune with the Croydon policy: one of its key aims is "making pupils confident and competent independent learners."

"What I would like it to see this area used as a resource across the curriculum, not something appended to it," said Bouskill. "In the end the teaching of information technology should be dissipated through the subject departments, and children should see the computer network as just another resource in the school."

That was one of the key ideas that Bouskill took to Ashburton. The other was that: "The great need is to get pupils responsible for their own learning, and this technology should provide the medium for them to do it.

"The big question is how we can teach them to use it to solve problems they pose themselves. It should make the curriculum more relevant to them, and force us to rethink how we assess pupils.

"On this course I'm constantly trying to shift responsibility to the children, asking them to set the pace. It takes time and you have to catch them young – by 15 it's too late, and the habit of depending on teachers has set in."

The starting point at Ashburton was very different from St Andrews five years earlier. Many teachers had been on computer awareness courses and many had good ideas about how to bring information technology into their teaching.

Croydon had been busy developing its materials for IT, computer awareness, and technology, with advice on assessment and competence certificates for children to work towards.

Ashburton had already introduced an information technology course for third years, with one 35 minute period a week, in 1983. When Peter Jenkins came, he won agreement for a crash introduction of a new course for all pupils in the first three years, building up to a full three-year course.

Both Peter Jenkins and Bill Bouskill see this kind of course only as a temporary expedient, until the use of information technology spreads right through the school. "I'd be horrified if in ten years' time we still had a pigeonholed course called information technology," says Jenkins.

On the wider front, a committee is now meeting under Bouskill, with a senior and a junior teacher from each of the school's five faculties. They will develop a school policy on the use of information technology across the curriculum, and the in-service training needed to implement it.

Bouskill's, catch-all job description also included overseeing computer studies, information technology and CDT/Computer control. He was asked to advise pupils on how to make good use of computers if they have them at home. He was in charge of developing resources for learning (including the library, video, and other resources, as well as learning software).

It is much too soon to ask how far the kind of commitment that senior staff are making at Ashburton is likely to get in practice. The only possible comment is: "Watch this space." But it's a space worth watching.

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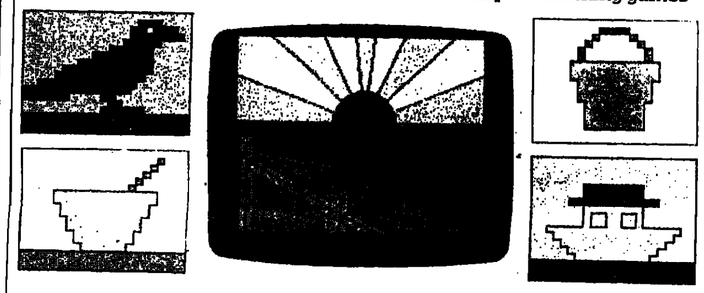
SOFTWARE REVIEWS 56–60

EXTRA

CHILD'S PLAY

Richard North and friends try out a selection of computer learning games



The Mr T Series
For Commodore, BBC, Spectrum
£9.95 cassette; £11.95 disk
Good Housekeeping/Ebury

Learn About Words
For BBC

Learn About Shapes
Sketchpad
Both for BBC and Electron
£9.95 cassette
Goldstar

Workshop
For BBC £11.95 disk; £9.95 cassette
Acornsoft

For around four or five months, there's been a BBC micro in my study, and a pretty good range of more or less serious – at least no deliberately trivial – programs lying around there too. The kids and their friends or acquaintances wander in pretty much at whim and get me to load this or that. Novelty ensures that any new tape gets played once at least. After that, it gets used if the children want it.

They have studiously ignored the one I think the highest of. It comes from Good Housekeeping, in the Mr T series for the very young. The boy (aged four) quite likes the *Leuer Factory* side of the cassette, in which letters fall sedately down from heaven and can be punched into the back of a truck when they match a static letter on the screen. It's the feeblest of graphics, but gives him a kick, and may perhaps be whetting his appetite for letter-shapes (he certainly doodles them half the day long).

But he won't have the other side at any price, though I love it. Here, in *Let's Draw Letters*, the parent or child can select any word, and the machine flashes each one of its letters in turn, drawing them just as a pen would. I'd have thought a child would like to have this aide mémoire of how to make letters. Perhaps you'll have better luck.

The children have all liked and consistently asked for GH's *Money Box*, and for weeks everyone seemed to be wholly mesmerised by *Measuring Games*, in which animals can be made to fill relevant spaces by a successively complicated selection of options. It's extraordinary how retentive they are of the codes they have to remember on the keyboard.

We've been playing quite a bit with Goldstar's *Learn About Words*, in which a kind of spelling round ends in a maze game. I'm not altogether sure about this game, which seems to me to be too simple and repetitive in its early stages, and too difficult in the last. You are either bored by the early bits, or foxed by the final game.

Goldstar's *Sketchpad* is very ingenious, and an early introduction to making a computer do jobs (changing shapes, colouring them, etc). A sketchpad it is not, since the graphics one can make are irredeemably computerish in look. Also, I am a little sceptical of a child old enough to use the thing well being bothered to.

Acornsoft's *Workshop* is a better bet, in the sense that what it can do is both available and challenging to a child: young children (aged three to eight, say) can use it to make shapes and change them in various ways, but can do so by remembering very simple techniques which don't require reading skills, and which they seem incredibly well-attuned to.

So far, we haven't found anything for the very young which turns us on about numbers. GH's attempt (*Number Games*) seems lamentably plodding, though we were getting quite keen on *Money Box*. Getting to grips with shapes is rather more fun: Goldstar's *Learn About Shapes* is challenging for the slightly older ones who like to get to grips with pentagons and hexagons (a six-year-old visitor of ours loves it, and rattles through the program regularly), whilst GH's simplere *Shape Games* is a quick and easy way of letting youngsters become familiar with complex shapes.

I now have a disk drive, and thoroughly commend them for use with children. You can start, and change, games with far greater, and rather important, spontaneity. Partly because he can get it so quickly on demand, the four-year-old has taken to GH's *Jungle Stories*, which demands some reading skills and an older child to keep him company. No such hangups with the brilliant *Mr T Meets his Match* (GH), in which matching games of increasingly rich complexity can be played. So far, everyone, of all ranges of ability, adores this.

The children seem to play with a tape four or five times in the course of their affection for it. Then, usually, they go off the thing. I am therefore suspicious of the business of buying tapes or disks. They are ideal library or rental material. Until they are routinely available in some such form, I can't see how the idea of children at home playing computer learning games will take off.

Data management

Statpack
Disk for BBC Model B £10 + VAT
Acornsoft, Vantage House, Maylands Road, Maylands Avenue, Hemel Hempstead, Herts HP2 7EZ
Kwik-Save, Vale-in-Thames, Surrey KT12 5PL.

Statpak is a data management program for scientists. It permits the user to exploit a range of analysis and arithmetic operations to be carried out on files of numerical data and, if used in conjunction with a VELA, also caters for data logging.

A total of 1,024 numbers (made up from eight columns and 128 rows) are allowable in each file. Each one also has a header page which holds the file name (used when saving it on disk), a title (allowing more detail about the file), the date last used and the heading, units and precision of each of the columns in the file.

The precision of a column can be adjusted to be anything from an integer to five decimal places. The higher the precision of the numbers in a column, the smaller the range of values that can be accommodated.

The User Guide is well presented and provides good details on how to use the various sections of the program. A very useful Quick Reference Guide is also provided. There are six operations incorporated into the *Statpack* facilities: typing in and editing of experimental data; data logging; arithmetic operations on the data; statistical operations on the data; drawing line charts or bar charts of the data; and merging two or more data files.

Typing in and editing the experimental data takes some getting used to, because moving the cursor to various positions in a file involves coping with a number of key presses. Users lacking keyboard skills beware. Also, when moving the cursor, any keys touched have to be held down to achieve the desired effect, rather than pressed as stated in the guide, so the response is inordinately slow. Editing allows insertion, deletion or copying of individual numbers or specified rows or columns of numbers. Files can be saved to disk or printed.

Data logging allows you to transfer raw data from a VELA into a program buffer. Once collected, the data can either be transformed, eg converted into suitable units or averaged, or copied directly into a file for saving or printing out.

During trial work no problems were encountered in the transfer of data, though at times the transformation instructions were difficult to follow. For intermittent users this could create problems. However, this operation in combination with the graphics facility is one of its main attributes. It is important to note a cable (approximately £20) is needed to run from the VELA digital output to the BBC User Port.

The facility for arithmetic operations on the data allows the evaluation of formulae of any required complexity in a single operation, either on individual numbers or entire columns. This is an extremely powerful facility and again easy to use. It allows all of the arithmetic facilities of the BASIC language of the BBC, eg RND, LN, EXP, to be used as well as the special DIFF operation which calculates the differences between successive numbers in a column.

Six statistical facilities are provided for statistical operations on the data. These are: mean (finds the mean, median, mode and standard deviation of a data set); correlation coefficient; t-test; chi-squared test; sorting; counting frequencies. With the chi-squared test expected data is not available and this set will have to be created. Little problem was found using all of these facilities although counting frequencies does require care.

The pictorial representation of data is invaluable and the facility for drawing line graphs or bar charts of data makes it effortless. Up to eight data sets can be used as y-variables in line graphs; although, for clarity, it is better to stick to no more than four. For bar graphs a maximum of two data sets for y-variables is available. The background and foreground colours of either type of graph may be changed if required. Graphs could be saved to disk and details are given for their retrieval.

Unfortunately, *Statpak* does not come with a high-resolution printer dump, but the graphs can be printed out with a suitable package. This operation was very impressive, especially towards the data logged from the VELA.

This package has been well produced. Its documentation is detailed and generally very easy to follow. The screen display, in the main, is well laid out and the program seems to be crash-proof (pressing BREAK will crash the program). For the facilities it offers it is not overpriced, although schools may still find £30 hard to come by. My only concern is that in order to master its attributes (and it has many) one needs to use it reasonably consistently. I would, therefore, suggest reasonable thought be made as to the use of the package before its purchase.

Clive Opie

Interpreting Mass Spectra
Disk for BBC Model B and RML computers
Price £9.75 + VAT
University of York Science Education Group, Heslington, York YO1 5DD.

The University of York Science Education Group has produced a set of seven programs on one disk that forms an excellent introduction to the role of mass spectrometry.

The programs introduce the mass spectrometer as a means of detecting isotopes, the calculation of relative atomic masses from isotopic abundances and the calculation of molecular formulae for organic compounds from both high- and low-resolution measurements of relative molecular mass. The importance of isotope peaks for organic compounds, the prediction of fragmentation behaviour of organic compounds and the matching of sample spectra against those in a library are also covered. The last unit displays the mass spectrum of any of 87 organic molecules. Each program sets the student a clearly-defined and useful task, and the required keyboard manipulations are simple.

The package is aimed at the A-level chemistry student and fulfils its purpose admirably. Most aspects required by the A-level boards are covered and so the programs form an excellent back-up to the lesson and the textbook. The good student who needs stretching and the weaker one needing revision would gain much from them.

I must, however, express my surprise at the UYSEC/S assertion that the first two topics concerned with the mass spectrometer and isotopes are for pre-O level use. While students at that level may hear the words "mass spectrometer" used in introducing isotopes, the terms used in the programs (such as m/z) would entail considerably more explanation than most teachers would wish to embark on.

There is also much to commend the package to universities and polytechnics for use with their first-year groups, and at this level the self-instruction or revision role should be the dominant one.

The programs are best viewed with a colour monitor, especially the one dealing with fragmentation, where the use of colour is instructive as well as attractive. However, a black and white monitor is perfectly acceptable if not so dramatic.

The package is good value for money, but could still be too expensive for hard-pressed science departments whose budgets are not adequate for the required chemicals, apparatus and textbooks. However, the magic word "computer" may loosen the purse strings of some heads and education authorities.

My only concern is that topics such as this, which are programmed with relative ease, may sometimes receive too much attention from the student just because using a computer is fun. This is then at the expense of other areas that may be more important but less programmable.

R Davis

A new angle

Advanced Mechanics I: Projectiles
By D J Simmons, PF Roxan and P E Nunn
Disk for BBC Model B,
£23.50 + VAT
NELCAL, 1984.

Projectiles is one of a series of three programs (with *Relative Motion* and *Momentum and Impulse*) designed to cover the essential areas of advanced mechanics courses. This program relates well to the topic as taught in many mechanics, applied mathematics and (to a smaller extent) Physics courses to A level. The program is usefully structured in seven parts which are listed on the menu.

First the student can study the paths of projectiles, varying the angle of projection, the initial speed and therefore the range. All paths are clearly traced and can be compared. In addition, a graph showing the variation of range with either angle *or* initial speed can be brought up on the screen. Option three allows the two components of motion to be separated, with distance-time and speed-time graphs available for a range of initial speeds and angles. The distance-time graph is in fact a *displacement-time* graph but this seems to be the only mistake with the program.

The next option, entitled "the parabola of safety", allows the user to aim at a target by varying the angle of projection. Some targets prove to be out of range. This is another illuminating and enjoyable exercise offering a computerized version of experiments carried out in many a schoolboy's urinal. Projectiles are then allowed up or down an inclined place, the angle of which can be varied.

I particularly liked the next option which allows the effect of air resistance to be included and even to be varied by the user. The path of the projectile without and with air resistance of different magnitudes can be compared on the same screen display. This is surely simulation at its best, when the user can tamper with the model itself rather than simply altering external factors. The final option of *Projectiles* allows the initial height of projection above the plane to be varied. The paths of the projectile with different angles and speeds can be displayed.

Teachers could relate all this abstract activity to football throw-ins, pea-shooting, launching ballistic missiles, javelin throwing, returns to the wicket in cricket, or putting the shot. Given the connexion to concrete examples, along with a teacher's help and guidance, this program could be used lower down the school, for example with fourth and fifth-year mathematics or physics groups. At the other extreme, the extension material provided in the User's Notes could make the program useful in some final year, undergraduate courses.

I found this an excellent program, enjoyable to use, with clear instructions and helpful but not excessive use of colour. With the User's Notes, it offers endless opportunities for student investigation. Its price seems excessive for a program aimed at a small section of A level courses but teachers with imagination could use it more widely to make it value for money.

Jerry Wellington

For the masses

EXTRA

Economic ventures

David Whitehead provides a consumers' report on worthwhile products for economics

The tremendous growth over the last 15 years in resources for economics teaching has not been matched by any increase in departmental budgets to purchase them. It is a rash teacher who, with £200 to spend, buys a few software programs rather than two sets of up-to-date textbooks.

However, publishers must consider that some schools and colleges have ample funds, otherwise the spate of recent programs would be a highly uneconomic venture.

Probably the programs with the longest history are the macroeconomic simulations, and the best-known current version is certainly *Running the British Economy* (Longman, £25), which is modified annually by Professor Keith Lumsden and Dr Alex Scott at Heriot-Watt University. The objective of this role play exercise is to maximize welfare over a period of years. A valuable class exercise is to discuss the weights attached to variables in the social welfare function. Teams have to decide on changes in government expenditure, the money supply and tax rates, in order to fine tune the economy and eliminate inflationary or deflationary gaps.

Despite one professor of economics' view that it is "less scientific than Space Invaders", the simulation remains extremely popular, at least as a motivating device. Unlike conventional exposition, such games are very involving, and students take their roles quite seriously. Senior civil servants who used this exercise are alleged not to have spoken to each other for months afterwards because of disagreements over decisions taken.

Another worthwhile purchase is Steve Hurd's macroeconomic simulation, *Growth under Fixed Exchange Rates* (Longman, £14.50), which sets a 1960s scenario of fixed exchange rates, and asks students to achieve a steady rate of growth plus equilibrium in the balance of payments, using foreign exchange reserves, interest rates and the budget as policy instruments.

Basic macroeconomic theory lends itself well to computer assisted learning, and the high resolution graphics of recent programs clarifying the exposition. Several packages are worth consideration. Jones' *An Introduction to National Income Models* (Beccon, £14.50) permits the user to construct and explore macroeconomic models by suggesting values for the model's parameters. Most of the original Computers in the Curriculum Project economics pack consists of macro programs, and of these *Multiplier* and *Fiscal Policy* are the most popular (nine programs sold as one pack: Longman, £27.50). Lumsden and Scott have also produced a *Basic Macroeconomic Models* pack of three programs (Longman £18.50).

Microeconomics above all requires the leavening influence of a teacher's real world knowledge, without which the course becomes astringent if not sterile. Software which treats orthodox neo-classical theory is *Introduction to Microeconomics*, by D Bilght and T Shafto (Pitman, £49.50). The program's quality is substantially higher than most, and the interactive material is especially engaging. The disks also contain two calculation programs, for investment appraisal and regression analysis.

Some of the microeconomics programs take the form of games. One is *Competition, Mergers and Control of Monopoly* (Longman, £14.50), a business game in which students make price and output decisions as firms in an oligopolistic market. This complicated program allows for mergers, takeovers, bankruptcy and informal cartels. Other business games include *The Paraffin Pile* (BP Educational Service, £10.50), *Sixgam* (Pitman, £25) and *Unisim* (Unilever, £35).

The first concentrates on the concept of "marketing mix", with reference to price, advertising and sales staff. It provides a simulation of oligopoly, and the kind of competition that frequently occurs with that form of industrial structure.

Sixgam has up to six teams of students acting as firms which compete in selling wordprocessors in international markets for up to a decade. Its aim is to test players' understanding of such concepts as fixed and variable costs, demand curves, cost-based pricing etc. Unlike some packages, this program is accompanied by a very carefully thought out and helpful tutor's guide.

Unisim is a business management game, in which teams have to make decisions on production, marketing, selling, finance and planning. The objective is to attain a dominant market position, as judged by market share and profit. Tutors may need several hours' preparation to master the simulation's intricacies, and it takes at least six or seven hours to play, possibly over several weeks.

A supplementary package which might accompany most economics courses is *Macroeconomic Database* by K Lumsden and A Scott (Longman, £35), which comprises national income and related data on 25 countries for the period 1959–81, a suite of statistical programs for manipulating the data and for testing hypotheses, and a date manager program which provides an update facility.

Another database which has been compiled from *Regional Trends*, and covers population, occupations, income levels, housing tenure and the ownership of consumer durables is *Regional Statistics* (Longman, 1985, £14.50. Available shortly) by S J Hurd et al. Fascinating contrasts may be drawn between the students' own region and other parts of the UK.

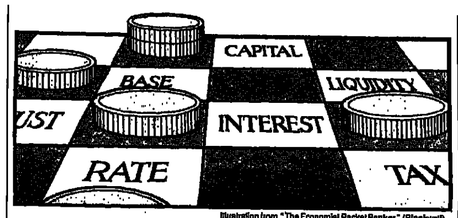


Illustration from "The Economist Pocket Banker" (Blackwell)

The latest generation of software is designed for fourth and fifth year classes, and has been developed in collaboration with the Economics Education 14–16 Project. One unit simulates the siting of an industrial plant: *Location – Iron and Steel*, by B Proctor and A Greenwood (Longman, £14.50). Another asks pupils to decide how to allocate labour on an industrial production line: *Workers and Machines*, by A Murley and A Greenwood (Longman, £14.50). Lessons on the local market for housing would be complemented by a simulation on the determination of house prices by P Davies and G Waterworth: *Estate Agent* (Longman, £14.50).

Balance of Payments, by A Anderton (Longman, £14.50), shows how policies of deflation, devaluation and import controls might affect our trade balance. *Break Even*, by P Collard and M White (Longman, £14.50), contains a general utility program and examples of the application of break-even analysis to running a disco and operating a country bus company (The last five units mentioned may be bought in one pack for £35).

A final package from the 14–16 Project is *Teddytronic: Story of a Firm* (Longman, £14.50), in which the students take over the management of a toy firm producing electronically controlled teddy bears. Decisions must be taken on output, labour and wages, price and advertising, and loans, with the object of successful, ie profitable, management.

Also appropriate for this age group is *Making Ends Meet* (Cambridge University Press, £15). Not so much economics as "life skills", it aims to aid personal budgeting, by having students decide what type of accommodation, transport, social life and holiday they want, constrained by their limited income.

Unfamiliarity with both the simple mechanics of using micros and with the availability of suitable software is rapidly diminishing. But while schools and colleges are now often amply equipped with hardware, exiguous budgets for purchasing materials are severely curtailing take-up. To predict that micros will be a common feature in economics classrooms in five years' time would be optimistic.

Useful addresses:
Beecon, 16 Kingrove Ave, Nottingham NG9 4DQ
BP Educational Service, PO Box 5, Wetherby, W Yorks LS23 7GH
CUP, The Edinburgh Building, Shaftesbury Rd, Cambridge CB2 2RU
Longman Micro Software, 33–35 Tanner Row, York YO1 1JP
Pitmansoft, Pitman Publishing, Southport PR9 9YF
Unilever Education Section, PO Box 68, Unilever Hse, London EC4P 4BQ

Those seeking more information about ways of using micros in the classroom are referred to Ken Randall's Microcomputers and Teaching Economics (*Longman, 1984*) *and the chapter by Steve Hurd in* Teaching Economics (*3rd ed*) *ed: G B J Atkinson (Heinemann Educational, 1985*).

Not so basic

ISO-Pascal
ROMS, disk and manuals
Price £69
Acornsoft, Betjeman House, 104 Hills Road, Cambridge CB2 3MJ.

Those of us who loathe BASIC because it is so very difficult to program anything interesting in it in a way that will be comprehensible the next day, will be pleased that Acornsoft have provided a good PASCAL system.

They provide it on a cartridge for the Electron, on a pair of ROMs for the model B, with disk backup, or solely on disk for the 6502 second processor. I hope that this is the way important systems will be packaged for the Beeb in the future.

The manual contains the BS reference document and lists the minor ways their implementation differs, sensible trivial restrictions for the smaller machines, none for the second-processor version. They provide a straightforward context editor with a powerful search and match command.

You can search, for example, for all variables with ...as the second character, and not match any isolated occurrences of ... .

Language extensions to access operating system commands and assembly code programs are also provided. These are adequate, but a little inflexible. An assembler is not provided. Twelve compiler options give considerable flexibility, in particular enabling you to find out whether your program uses no non-standard extensions and will therefore run unchanged on any standard implementation.

The introductory manual is exceptionally clearly written.

Acornsoft obviously see their market as those who wish to migrate from BASIC to a reasonable language. However, secondary schools might well consider basing an introduction to computing on this language package. Then those who want to go on to study computer science at university or polytechnic will find that what they have learnt at school will be welcomed at interview and tutorial.

John Laski

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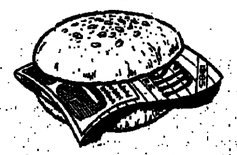

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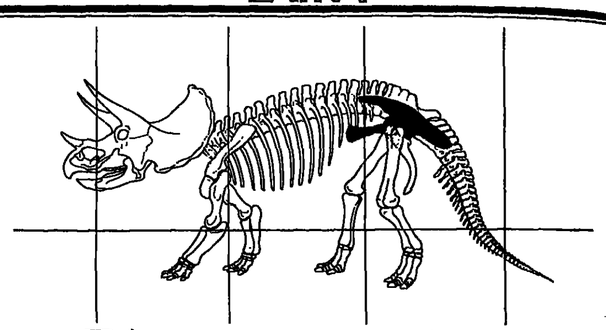
Cambridge University Press



Dino meets micro

John Bald on two programs that explore the communication between computers and children

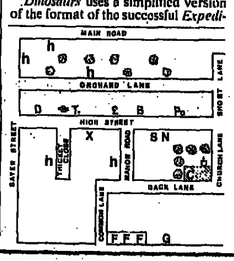
Town
By Barry Holmes, Ian Whittington and Stephen Fletcher.
Dinosaurs
By Barry Holmes and Ian Whittington.
For BBC B, disk or cassette.
£16 each + VAT
Cambridgeshire Software House, The Town Hall, St Ives, Huntingdon PE17 4AL.

Town begins with the construction on the screen of a town plan, which can then be used for games based on giving directions. As the "streets" all have to be straight and at right angles to each other, the plan cannot be derived from a real environment, although discussion of this limitation with the children could turn it to advantage and lead to an exploration of real maps and their purposes. The results of such investigations can be fascinating, with primary school children producing work similar in style, though not in accuracy, to the "plan-views" of Tudor map-makers.

The main aim of the program, however, is not to introduce children to maps, but to "explore a number of levels of communication between the computer and the children", and, in the process, among the children themselves. The direction-giving games require close attention to detail and precise wording of instructions, to be agreed by the group before they are entered. The games range from the simple "Keyword Commands", which involves accurate estimation of distances and offers support if needed, to "complex commands with penalties", which gives nothing away and is played against the clock.

The program is therefore suitable for children of quite a wide spread of age and ability, and is a good example of the way in which a computer can be used to promote group work and the development of spoken language. The games' clear objectives help the children to keep their discussion on target and the whole exercise is far easier to manage than it would be on paper.

Dinosaurs uses a simplified version of the format of the successful *Expedition to Saqqara*, and is designed for top infants and first-year juniors. The children first search for a site and then explore it, collecting pieces of dinosaur skeleton. It takes at least two visits to a site to assemble a skeleton, which is then identified using a set of transparent overlay drawings of complete animals.



As with the authors' other archaeological programs, the most valuable work is often done away from the computer, as the children consider the evidence they have found and explore it further in reference books. In *Dinosaurs*, the effect is to use a topic which can easily turn into a rather gruesome picture-show as an introduction to the nature of our knowledge of pre-history and the methods by which it has been obtained.

It would have been better, however, if the authors had included at least one further investigation, perhaps of a pre-historic settlement. As it stands, *Dinosaurs*, like *Town*, is a useful teaching aid, but limited in its scope and requiring quite a lot of supplementary resources in terms of books if it is to be fully effective.

The cost of each of these programs can be roughly equated to a year's capitation for a primary school child and may even exceed it. As they both make pupils think, they may well be worth the investment, although for many schools this will not be an easy decision to reach.

Reaching the equations other programs can't reach

Physics: O Level and CSE Revision
For ZX Spectrum 48K, £7.95.
Longman Software.

Perhaps some software writers are lager drinkers. One section of this program is entitled "Formulae". The accompanying leaflet describes Formulas as a program which "reaches the equations that other programs cannot reach". This is certainly true. The surface area of a sphere is given as $4\pi r^2$. The *volume* of the sphere is correctly stated but its presentation on the screen would make Archimedes turn in his grave:

```
V = (4/3) * P I * r ↑ 3
```

Not a pretty sight for an O level physicist, particularly when the program uses black on green.

If the program as a whole is attractively packaged for the W H Smith-type market and described as "your key to exam success" in Physics O level or CSE. Clear loading instructions are given and the program is helpfully subdivided into five parts: Text, Formulae, Circuits, Light and Machine. Text is described as "a database covering all the important topics and ideas needed for the main exam syllabuses". A database it is not. If this statement were used to advertise the program it would be illegal.

Text is little more than a glorified technicolour index, merely providing a rather obscure checklist of the topics that the user ought to know. If he or she doesn't know them, the program provides no help.

In fact, an up-to-date copy of the appropriate examination syllabus would be far more useful to the student than Text, and far less likely to contain spelling mistakes as in "Pilmsol lino".

The parts of the program which do teach the user some Physics are Circuits, Light and Machine. All three are quite enjoyable to use but between them cover no more than a quarter of any of the main syllabuses. Machine, for example, deals only with levers and pulleys and goes on to show a "Lever at Work application". Up crops Archimedes again. His law of the lever is applied to a machine which throws stones at castles, no doubt in the city of Syracuse. The user can vary certain conditions to protect stones at a castle on the screen. Hardly an up-to-date application of the lever, but I suppose ballistic missiles are timeless.

Light appears to cover the bulk of geometrical optics but leaves physical optics untouched. Ray diagrams are covered in detail but, on the home televisions where this program will be used, they are not very pleasing to the eye. Mirrors and lenses of all kinds are fully dealt with but again the screen presentation is less easy on the eye than the pages of a physics textbook.

The third and final section of O level Physics covered is Circuits, which begins by showing Ohm's law in some very simple circuits, and finishes by showing the movement of charges in semi-conductors. The moving charges were far too quick for my own eye but they are probably decipherable by younger students.

By discussing only circuits, light and simple machines, the program leaves the user with no direct revision help in any of the following topics: kinetic theory, heat, motion in a straight line, circular motion, forces, atomic physics, radioactivity, electromagnetism, physical optics, wave motion, and sound . . . to mention only the most obvious. To package and present the program as "your key to exam success" is therefore at best misleading.

As exam fever rises again next spring, many a well-meaning but unsuspecting parent will pay £7.95 for the package from High Street shops. The same money would buy that parent an expensive O level Physics textbook and a printed revision guide or study aid, leaving ample change for a pint of the lager which refreshes every human part but is probably not the best lager in the world for software writers.

A growing number of O level revision aids are now appearing for the home software market. They raise the question of what a computer and VDU can offer which a book cannot. Four obvious offerings are animation, sound, colour and interaction. This program is only "interactive" in a very limited sense. The sounds it employs are largely irrelevant. Some use of animation is made but it is largely unhelpful. Its use of colour with varying combinations of black, green, yellow, blue and pink can only be described as shocking. On the other hand, a study guide or revision cards can offer easier browsing, the chance to flick backwards and forwards, and far less eyestrain than a home television three feet from the eye. They can also be used on the bus.

Jerry Wellington

Revise GCE/CSE Mathematics 1 & 2
BBC Micro and Acorn Electron
Cassette £12.65 incl VAT
Acornsoft/Ivan Berg Software, Betjeman House, 104 Hills Road, Cambridge CB2 3NJ.
Maths Topics 2
BBC Model B
Cassette and disk £15 + VAT
Netherhall Software/Cambridge University Press, Shaftesbury Road, Cambridge CB2 2RU.

The two Ivan Berg programs are intended to form a comprehensive revision course for GCE and CSE Mathematics. Each pack consists of student notes and operating instructions, a series of tutorials and test, followed by an examination.

The first one covers arithmetic, two-dimensional geometry, algebra, matrices, probability, statistics and trigonometry. The second, designed primarily for O-level candidates, covers further algebra, two-and three-dimensional geometry, statistics and trigonometry.

Both packs are intended for students receiving normal tuition, although they are claimed to be sufficiently self-contained for independent study. Students are recommended to use them in conjunction with a textbook and few formal proofs are given. The emphasis is on basic facts and formulae, supplemented by the student notes.

The software consists of a program tape and a data tape. The program is loaded and a menu used to select the topic. The appropriate material is then read from the data tape.

After loading a topic, the student is presented with screens as well designed as can reasonably be expected, given the hardware available. But it is much easier to read the unpretentious student notes than the average screen.

The student moves from screen to screen by pressing the space bar, but no option is given to retrieve a previous screen. Some screens have helpful overlays but, in general, little use is made of any features which should give computers an advantage over textbook presentation.

At the end of each topic there is a short test in which only numerical answers are required to three decimal places. If the student does not know an answer, then pressing *f0* produces the relevant tutorial material. Wrong answers produce the same help.

This repetition of the tutorial material is often quite unhelpful. One question gives the surface area of a sphere and asks for the volume. A wrong answer produces the two formulae but no indication of how to use this information to solve the problem.

Similarly, a question involving linear equations derived from a sum and product of two matrices produces help on the multiplication of matrices. Even with one answer correct and the other demonstrating a typical algebraic error, the help is the same page about matrix multiplication.

The examination consists of 20 randomly-selected questions to be answered in an hour, with the time shown on screen. Both the tests and the examinations have a scratchpad which is a portion of the screen that can be used for on-screen calculations and jottings.

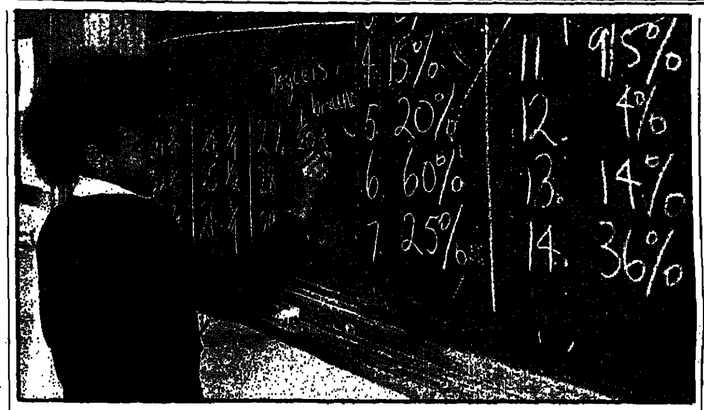
It is hard to see why the student is not encouraged to use the calculator which will be used in the examination. Jotting notes on the screen seems similarly pointless as they disappeared for ever once the question is recalled. This does not develop good examination habits where the sensible presentation of rough working can be very helpful.

These programs seem to be based on the assumption that candidates for public examinations in mathematics lack knowledge of basic facts and their simple application. Experience suggests it is much likelier that the major problems are in more complex application and in problem-solving skills generally.

Computers are often thought to be very motivating but this approach is generally as dull as the average textbook without the completeness or flexibility. Spending the money on a good revision book would be a much better investment for all but the junkies.

Maths Topics 2 contains two programs, *Percentage Familier* and *Percentage Snap*, both of which cover the relationships between percentages, decimals and fractions. *Percentage Familles* is an interactive learning program that demonstrates these relationships and gives a visual picture by shading a grid. *Percentage Snap* is a game where students spot these equivalences presented within a table.

Both programs are aimed at the 11–14 age group but could be used with top juniors. Although they would be best used with small groups, they could work well with individuals or classes.



Facts and figures

Paul McGee looks at a selection of maths programs for junior and secondary schools

The package includes a brief teachers' handbook and three reproducible worksheets.

Percentage Families works at six levels with the students progressing automatically from level to level as they produce the correct number of relationships. Although the error messages are simple and helpful enough for most pupils, three consecutive errors at levels one or four cause the program to freeze. The teacher can then look at the progress report before deciding what action to take.

The progress report for the teacher does not appear on the screen as an option. This is a pity because pupils should be encouraged to note their own progress.

Given the valuable language work which can be developed by groups of pupils using this program, it is unfortunate that fractions have to be "cancelled" as soon as the pupils start to be successful.

Percentage Snap is a game in which the screen shows 20 labelled windows. Students choose to uncover the contents one by one and score when they recognize two of the same family (a "snap"). Every time they spot all 10 snaps, they are given another page and their score accumulates, but when they fail to spot one, the computer shows it to them and they finish at the end of that page. This apparently simple game is made more difficult for some by the change in pictorial representation from 100 to 20 squares.

Once pupils master the first level, the game gets more difficult and the time limit is progressively reduced. It would be better if the rate of progression were more controllable, but there is thankfully a simple mechanism for switching the sound off.

Overall these two programs provide understanding and reinforcement of a quite specific basic concept which causes difficulty to many pupils. The pack would make a worthwhile contribution to the mathematical resources of any junior or secondary school.

Cloze procedures

Readamatics
By Jim Payne
Disk only
for RML 380/480Z or BBC B
£25 + VAT
Longman Software.

Readamatics is a computerized version of "cloze procedure", a term invented by Wilson Taylor in 1953 to describe the practice of systematically deleting words from a text, which the pupil then has to try to reconstruct. Finding the missing words requires very close reading of the surrounding text, and cloze procedure, often with modifications, has been used in a variety of reading comprehension tests, from Schonnell's silent reading test (which pre-dates the jargon) to the Hunter-Grundin literacy profiles and ILEA's London Reading Test.

Neologisms, however, are not popular with teachers, and cloze procedure has further suffered from its association with fanciful and unsubstantiated theories of reading, loosely centred on Kenneth Goodman's idea that it is a "psycholinguistic guessing game", with meaning "predicted" on the basis of context. The fact that it is sometimes possible to fill (cloze?) a gap in text with some certainty on the basis of its context does not, however, mean that it can always be done, far less that anyone would resort to guesswork if they didn't have to. The meaning of a text, moreover, may very well depend on a single word, so that guessing wrongly, or taking Frank Smith's advice that a reader should skip words he doesn't know, can have consequences which extend far beyond the word itself.

Mr Payne has avoided all such controversy and created a valuable teaching aid which is versatile, easy to use and enjoyable. The texts supplied with the program are entertaining, and it is simplicity itself to type in any other text, select deletions and store it on disk for use by pupils. The program's response to the pupil's entries is sensitive and intelligent. The deleted word is referred to as "the author's word", rather than "the right answer", and provision is made for acceptable alternatives.

Mismatched entries from the pupil are not rejected outright, but retained for discussion with the teacher, with the comment that the pupil's word may be better than the computer's. There is even help with spelling errors using a variation of the "Look-Cover-Write-Check" technique, and an automatic version of the Flesch and Fog reading indices (see *Textgrader, TES* Extra, 9.11.84).

The program's automation relieves the teacher of clerical work, helps the pupil to learn from his or her mistakes, and gives both more time to think. As a result the deletion technique itself becomes infinitely more accessible and flexible, and *Readamatics*, may well contribute to an expansion of its use in schools. I strongly recommend it.

John Bald

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Inside the attractive pack you will find 2 16K ROMS which fit inside the BBC Model B; a 'Welcome' cassette; a clearly written tutorial manual; and a 304 page reference manual containing a detailed explanation of Open Logo's commands, structure and organisation.

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An ingenious package that makes child's play of using the computer. It uses attractive graphic demonstrations and interactive games to demonstrate how computers work. The pack contains two software tapes and two voice tapes, which are used together to provide a unique audio-visual presentation.

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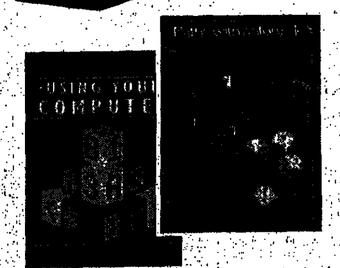

Only genuine software from BBC Publications carries the owl symbol. Prices include VAT.
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EPC EDUCATIONAL SOFTWARE CATALOGUE

Now on Prestel — Page 2889

This major guide to good quality educational software has been produced for the Educational Publishers Council by Herts 288 as part of Prestel's Educational Service to help the teacher choose the most suitable software in his or her subject field. The service includes subject, machine and publishers guides plus news.

Contact: Hilary Farnworth, Hatfield 65443 (0863)

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One day course to be held at EAST COURT SCHOOL on Saturday 18th May, 1985, for teachers, psychologists, speech therapists and any others involved in the remediation of children with specific learning difficulties.

Further details from East Court School, Computer Course, Victoria Parade, Ramsgate, Kent CT11 8ED. Telephone: Thanet (0843) 592077. (0851)

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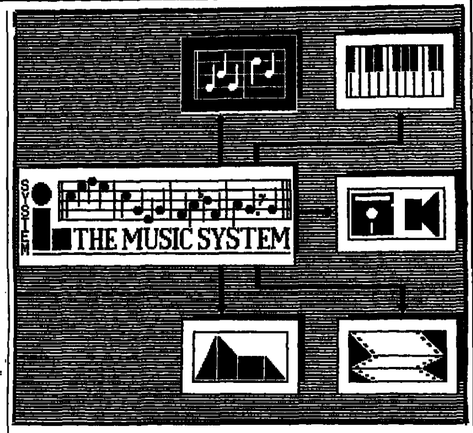
EXTRA

What's the score?

Lindsay Robertshaw discovers a comprehensive music package for the BBC Micro



The Music System
For BBC model B
Price £24.95 disk, or £12.95 cassette
Island Logic.

Island Logic's *Music System* is probably the first attempt at a comprehensive music package for BBC owners. Older computers like Apple have had quite good music systems available for some years now, and more recent developments have included music keyboards which will interface with other micros including the BBC.

The Music System is a very ambitious package, which is entirely software-based and uses the BBC's computer keyboard as its sole control. It's really not one but five separate programs, each of which is accessed from a master control screen.

These are an *Editor* (by which music is written on to treble and basss staves in conventional notation), a *Keyboard* incorporating a multi-track recorder/sequencer, a *Synthesiser*, *Linker* and a music *Printer*. A separate library disk contains some sample pieces, and further files may be created and saved using the different programs.

Program control is through a system of menus displayed visually and controlled by far fewer keys or even pedals would be preferable.

The *Keyboard* converts some of the QWERTY keys into a music keyboard coupled with a display. A multi-track recorder is incorporated with a little ticking metronome. In record mode previously recorded parts are heard while the new track is played, but synchronization is not easy as the parts seem gradually to get out of step with the metronome!

The *Synthesiser* allows the composer to create shaped sounds which may subsequently be used in other modules. It includes a most useful graph display of the frequency and the ADSR envelope, and it is easy to see how changing one of the parameters alters the graph on the screen. Modulation parameters can also be controlled but are too complex for display.

The *Printer* module will work with most "Epson" compatible printers and will print out any music composed by the *Editor* in single voices or in parts but rather slowly.

Without hardware modifications to the computer which lacks an audio output socket, the actual sound of the system is limited by the small internal speaker in the computer. For serious musical use such an adaptation would be essential, although it may put some users off. Music teachers who have access to a BBC Micro may find parts of system useful, although it probably attempts to do too much in one package.

The *Editor* will enter up to three parts to a total of 360 notes – not many, but then longer compositions may be created by combining up to 10 separate music files using the *Linker*. Disk versions of the *Music System* also allow for a fourth percussion part. Although it is simple to switch from one voice to another for entering parts in parallel, only one part is ever displayed on the stave at a time. On playback the user has the choice of either no display while all parts are heard, or of a single part moving across the screen as it is played.

Polyphonic display is not possible. This is a pity – if a pupil is writing in parts it would be very useful to see all parts displayed at the same time on entry and on playback.

Another criticism is that the many different musical parameters are each controlled by a very large number of different keys, which makes writing fiddly and bothersome. Some sort of

bits

MICROSPECIAL

"Microspecial", the huge software package designed to teach basic life skills, is now available for free distribution by l.e.a.s or for sale.

Following last year's criticism of the Department of Trade and Industry for allowing a package produced mainly by volunteer educationists to be sold at £250 a copy, the Department of Education and Science and the Scottish Education Department have bought 1,000 sets which will be distributed free this week to local authorities throughout the United Kingdom. The l.e.a.s will have to decide which schools are to reap the benefit.

For others, however, the price is still £250 plus VAT or £1,000 for a licence which allows the l.e.a.s to produce as many copies as they want.

The "Microspecial" package consists of 25 programs on disk for the BBC Micro, backed up by documentation and teaching aids. It is aimed at 14 to 16-year-olds and covers topics such as managing money, nutrition, health and safety, understanding the environment and organizing leisure and holidays.

The pack was developed by the Scottish Microelectronics Development Programme in consultation with the UK Inspectorate, advisers, curriculum development officers and the staff of many colleges and schools.

"Microspecial" can be viewed at Microelectronics Education Programme centres and some teachers centres. It is being published by Hill MacGibbon Ltd and Collins Educational.

POPULATION FIGURES

Thanks to financial support from the United Nations Fund for Population Activities and the Overseas Development Administration, Cardiff University's Population Centre has developed a population studies software package. The nine "Poptran" computer programs are designed for use by planners in the developed and developing world, as well as universities and schools.

"Poptran" breaks down any country's population figures according to sex and age, and it can work out age distribution up to the year 2025. Accurate population projections can be made for the next 100 years and, by permutating the fertility/mortality ratios, users can assess the effects of a lower fertility rate and a higher life expectancy on population growth. Comparisons can also be made between countries. For example, a pyramid breakdown of the current British population shows that only 3 per cent is under five years old. The fertility rate is also low – 1.65. In Kenya, on the other hand, 22 per cent of the population is under five and 60 per cent is under 20. The fertility rate, 8.12, is high but life expectancy – 56 years – is low. "Poptran" also points out that the Kenyan population will double in 18 years.

"The programs will help third world planners develop a population policy, explains "Poptran"'s project director, Steve Kinzett. "So we devised the software for Apple computers, the kind most used in developing countries. This month, "Poptran" becomes available overseas – it's to be used during a population seminar in Botswana. From there the programs will be taken to Kenya and Sudan where local planners will be trained to use them."

The next stage is to adapt the programs for use on BBC Micros so that they can be used in British schools, Education and training establishments in the third world have also shown interest.

Hiring and firing

David Whitehead on two exercises in maximizing profits

Wage Theory
By Ian Killbery and Gill Young.
Cost-Benefit Analysis
By Ian Killbery.
Available on Apple II, BBC disk and cassette, RML 380Z disk and cassette.
£14.50 each plus VAT
Longman Software.

I heard a pupil ask yesterday "Is this only in theory or what?", a question frequently put about the theory of marginal revenue productivity. The program *Wage Theory* helps to teach this model, by requiring students to act as employers in various industries, hiring and firing workers until an optimum profit-maximizing level is reached. The market conditions may be changed to simulate perfect or imperfect competition, and influences such as product prices or the activities of trade unions may be incorporated.

Students often find MRP theory difficult, so this program is designed to improve presentation, for example by the use of bar graphs rather than continuous functions. A pragmatic justification is couched in terms of syllabus requirements. The graphic displays emphasize the key concepts of marginal cost and MRP by varied shading of block diagrams, but decisions would be easier if the actual values of wages were indicated on the y axis.

When students have decided how many workers to employ (a guess at first), they are then asked: "Is this the maximum profit?" If the last man (should it be "person"?) adds less to output than employing him adds to the wage bill, he should not be employed, and *vice versa*. Because wages and revenue are not continuous functions, students often have to decide that the correct number of people is being employed when MRP is slightly greater than MC; a minor quibble as long as students understand why this is so. A valuable feature is the illustration of what happens if variable costs, ie wages, increase in the short run, and how the firm will continue to operate while it is making some contribution to its fixed costs.

On the whole, this program is an aid to learning, though like many software packages on the market, it is marred by imperfections in the supporting material. For example, the teacher's booklet states that "Some clear thinking is necessary to avoid the trap of thinking that a fall in supply of labour would cause the supply curve to *fall*" (my italics). "Fall" is a very confusing term in this context: "shift to the right" would be more precise. Also, in one of the simulations, where MRP=MC, the loss equals 18. The program asks: "Is this maximum profit?" and "Yes" is the right answer. To avoid confusing all but the most sophisticated students, a better question would be "Is this maximum profit or minimum loss?"

The booklet contains a thoughtful section on imperfect competition, in which the authors ponder the pedagogical implications of the orthodox approach. The four students' workcards provide useful exercises, but the answers given are completely wrong in several instances. The references include Lipsey's third edition of 1972, but the sixth was available in 1984.

The second program, *COSBEN*, comprises a case study of a branch railway line. Students have to evaluate the private and social costs and benefits of operating it, and must decide whether to close the line, or parts of it, and whether to manipulate fares, service frequency or staffing.

The program and accompanying booklet would have been improved by more extensive pilot testing. Killbery distinguishes between the opportunity costs of the line and the commercial income and expenditure accounts, but the illustrations provided only confuse.

The railway "company" is referred to throughout, as though it were not nationalised. It would have been helpful if the guide had followed through one numerical example rather than starting with different figures for each illustration of policy changes. Equally bewildering is a matrix of relative demand factors for travel between stations, with no key to what the numbers mean. The pack includes 11 students' leaflets, some of which contain questions, and others case studies. The answers provided are shoddily proof-read, and several are simply wrong. I used the 380Z disk, and first had to make a back-up copy before gaining access to the program, which was inconvenient. *COSBEN* might be worth using towards the end of an introductory economics course, though impatient users would be well advised to wait for an improved second edition.

PRIMARY DEPUTY HEADSHIPS
continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
An Equal Opportunity Employer
ABBEY COUNTY FIRST SCHOOL
Melrose Avenue, Bletchley, Milton Keynes MK3 6PS
DEPUTY HEADTEACHER - Group 4
Required from September 1985. Candidates would be expected to offer excellent classroom practice throughout the First School, a commitment to the development and growth in all aspects of the school with a specific expertise in the Mathematics and Science areas. A keen interest in involving parents would be welcome.
Previous applicants will be automatically reconsidered.

CORNHILL COUNTY FIRST SCHOOL
Jonathans, Coffee Hall, Milton Keynes MK6 5DT
DEPUTY HEADTEACHER - Group 3
Applications are invited from experienced teachers for the post of Deputy Headteacher with effect from September 1985. Candidates should indicate any particular curriculum interest and expertise.
Previous applicants will be automatically reconsidered.

PEPPER HILL COUNTY FIRST SCHOOL
Kingsfield, Bradwille, Milton Keynes MK13 7BQ
DEPUTY HEADTEACHER - Group 4
Required from September 1985. Following the promotion of the present holder of the post to a Headship, applications are invited for the Deputy Headship of this well established first school. The school is purpose built, designed for 252 pupils aged from 5 to 8 years.
Previous applicants will be automatically reconsidered.

WOOD END COUNTY FIRST SCHOOL
Redridge, Stantonbury, Milton Keynes MK14 6BB
DEPUTY HEADTEACHER - Group 4
Required from April 1985, a suitably qualified and committed teacher for the post of Deputy Headteacher. Candidates will be expected to take a significant role in the organisation and development of this First School with centers for the five to eight age range and has approximately 250 children on roll.
Previous applicants will be automatically reconsidered.
For all posts assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Gilnaever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, 349 Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW. On receipt of a foolscap stamped addressed envelope. (40661) 110018

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area
CROSSHALL COUNTY FIRST SCHOOL
Great North Road, Eaton Socon, Huntingdon, Cambs.
Required for September DEPUTY HEAD-TEACHER for this Group 4 open plan Infant School.
Application forms and further details from the Headteacher. Closing date 18th March.
This is a re-advertisement, previous applicants need not reapply. (34324) 110018

CROYDON
LONDON BOROUGH OF CROYDON
SELSDON (JM&I)
Addington Road, South Croydon, Surrey CR2 8LB
Tel: 01-657 4038
Tenable: 15th April 1985
Experienced teacher required for the post of Deputy Head in this 19 class J. & I. School. The person appointed will undertake such administrative duties as may be delegated responsibility and will be expected to play an active part in the development of the curriculum.
Salary: Deputy Head Teacher (Group 5) plus London Allowance (Group 7 following Triennial Review in April 1985.
Reasonable removal expenses will be reimbursed on request, but candidates will be automatically reconsidered.
Application forms and further details obtainable from and to be returned direct to the Head Teacher at the School. Closing date 18th March 1985 (40783) 110018

DORSET
STOURFIELD FIRST SCHOOL
Ross ranges 5-9, Bournemouth
DEPUTY HEAD TEACHER (Group 4) required from September, 1985.
Details and application forms from the Staffing Officer, Education Office, Bill Bourne, Dorchester or receipt of stamped addressed envelope. Closing date for receipt of applications 18th March. (40814) 110018

DEVON
Please see displayed advertisement on Page 62. (40179) 110012

ESSEX
ABBOTTS HALL INFANT SCHOOL
Abbotts Drive, Stanford-le-Hope
Tel: Stanford-le-Hope 673188 (Roll 156)
DEPUTY HEADTEACHER, Group 4 (plus £958 fringe allowance)
Re-Advertisement
Required September, vacancy due to promotion. Applicants welcome to visit school by arrangement with Head. Closing date : 15th March, 1985

FELMORE COUNTY INFANT SCHOOL
Pitsea, Basildon
DEPUTY HEADTEACHER, Group 4 (plus £958 fringe allowance)
Required September for new school in developing area. Closing date: 18th March, 1985

For the above two posts please write to S.W. Ares Education Office, The Knares, Basildon SS16 5RX, for form and details (foolscap s.a.e. please).

POWERS HALL COUNTY JUNIOR SCHOOL
Bon End, Witham
Tel: Witham 513239 (Roll 464)
DEPUTY HEADTEACHER, Group 6
Re-Advertisement
For September 1985, most important requirement is the ability to show thoughtful classroom skills with infants or juniors. Closing date: 15th March, 1985.
Application forms and further details available from and returnable to the Head (s.a.e. please). Should be returned by 18th March, 1985. (40710) 110018

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
PICKERING PRIMARY SCHOOL
Pickering Road, Hull
Ward: St Barks
Required for September 1985, DEPUTY HEAD TEACHER for this Group 3 primary school with 196 pupils aged 5 - 8 years.
Application forms available from the Head (s.a.e. please) should be returned by 18th March, 1985. (40710) 110018

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
CLIFTON INFANT SCHOOL
Clifford Grove, Bransholme, Hull
Head: Mrs. J.S. Cumming
Required for September 1985 a DEPUTY HEAD-TEACHER for this Group 4 primary school with 168 pupils aged 5 - 8 years.
Application forms and further details available from the Head (s.a.e. please). Closing date 18th March. 1985. (40710) 110018

SOMERSET
COUNTY COUNCIL
ST GEORGE'S C.E. JUNIOR SCHOOL
Wambdon, Bridgwater
Required for September 1985, a Deputy Head-teacher for this Group 3 school.
Applicants should state in their part of the curriculum they would hope to make a leading contribution.
Application forms, returnable as soon as possible, and details from the Head-teacher at the school. (Tel: Bridgwater (0278) 422491). 110018

CAMBRIDGESHIRE
(Equal Opportunity Employer)
THE GLADSTONE J.M. & I. SCHOOL
Gladstone Street, Peterborough PE1 2BZ
Tel: Peterborough 43908
Head Teacher: Mrs D. Green
GROUP 5
Required for September, 1985: Curriculum Resources Co-ordinator - Scale 2 plus SPA.
A flexible and experienced teacher required to make a significant contribution to the development of this multi-ethnic school.
Possible housing assistance.
Application form and further details available from the Head Teacher (s.a.e. first class). Closing date: 15th March. (34388) 110030

STOCKPORT
Required as soon as possible
HEADTEACHER
Group 4 Ref.3016
PARISH CHURCH OF ENGLAND (CONTROLLED) PRIMARY SCHOOL
Spring Gardens, Stockport SK1 1AA
Applications are invited from suitably qualified and experienced teachers with the ability to lead in a curriculum area. In this reserd special interest should be stated. The Governors are seeking the appointment of a Deputy Headteacher who is able to accept the designation of reserved teacher in this controlled school.
Application forms from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE, quoting reference, by 15th March 1985. (39310) 110018

WALSALL
METROPOLITAN BOROUGH COUNCIL
ST. BERNADETTE'S R.C. PRIMARY SCHOOL
Group 5 Primary School with Nursery Unit
DEPUTY HEAD TEACHER
A suitably qualified Roman Catholic teacher, with strong commitment to curriculum development and all aspects of school life is required for September 1985. Music would be an advantage.
Forms available from Rev B. Dennis, Presbytery, 49 Warren Place, Brownhills, West Midlands.
Closing Date: 15.3.1985.
Walsall is an Equal Opportunity Employer. (40767) 110012

WEST SUSSEX
THE MICHAEL AYRES COUNTY JUNIOR SCHOOL
South Way, Bognor Regis PO21 5EZ
(Group 6 age range 7 - 11)
Required September 1985 Deputy Headteacher Group 6. An enthusiastic teacher is required to take a major curriculum leadership role with particular emphasis on language and mathematics.
Form and details from Headmaster. S.A.E. please. (40724) 110012

Heads of Department

HAMPSHIRE
NORTH WEST AREA TEACHERS' CENTRE
ORGANISER
See Administration, Local Education Authority. (28048) 110018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1985
MOSS HALL INFANTS SCHOOL
Moss Hall Grove, Finchley, N12 8PE
Applications are invited from experienced teachers for the development and co-ordination of the Literacy Programme in this school. Scale 2.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 15th March 1985. (34372) 110030

BRENT
LONDON BOROUGH OF BRENT
JOHN KEBLE CHURCH OF ENGLAND JM & I SCHOOL
Crownhill Road, Harlesden, NW10
(Roll: 556 - Social Priority School)
Required from September 1985 a Scale 3 TEACHER to form a team of middle primary classes. (Top Infant and Lower Junior).
Applications are invited from candidates with the enthusiasm and experience for this challenging position in reasonably resourced community school. Committed Christian required.
London Allowance of £1,056 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 10 days. (28076) 110030

BUCKINGHAMSHIRE
BUCKS/WYCOMBE AREA
An Equal Opportunity Employer
ST AUGUSTINE'S R.C. PRIMARY SCHOOL
Dawe Hill Lane, High Wycombe, Bucks, HP13 7PW
Head: Sr. Edmondson
Roll: 360
Required for September 1985 a practising Catholic teacher to be Head of First School Department of this Combined School.
Responsibilities will include Religious Education throughout the whole school.
Scale 3 post available to suitably qualified and experienced applicants.
Application forms obtainable from the Headmaster on receipt of a stamped addressed envelope to whom they should be returned by Friday, 15th March. 1985. (40808) 110030

BUCKINGHAMSHIRE
CURRICULUM SUPPORT TEACHERS
Maths: Scale 2, and 4 Primary or Secondary.
See block ad under Secondary Teachers for details. (Ref. 40808) 110030

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PRIMARY CURRICULUM DEVELOPMENT TEACHERS
PRIMARY SCIENCE (3 posts)
Scale 3 from September 1985 for 3 years.
Applications are invited for 3 posts as Curriculum Development Teachers in Primary Science to work with the County's Advisory & Inspection Team for primary education in topic work and the creative arts. The posts relate to a 3 year project funded by education support grants to provide curriculum enrichment in rural primary schools.
The post will be divided between the 3 administrative areas of the county.
Write for application forms and details to the Senior Education Officer, Gloucester Street, Cambridge CB3 0AP. (large SAE please). Closing date 18th March. (40907) 110030

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PRIMARY CURRICULUM ENRICHMENT TEACHERS
IN RURAL SCHOOLS (5 posts)
Scale 2 from September 1985 for 3 years.
Applications are invited for 5 posts to work with the County's Advisory & Inspection team for primary education in topic work and the creative arts. The posts relate to a 3 year project funded by education support grants to provide curriculum enrichment in rural primary schools.
The post will be divided between the 3 administrative areas of the county.
Write for application forms and details to the Senior Education Officer, Gloucester Street, Cambridge CB3 0AP. (large SAE please). Closing date 18th March. (40908) 110030

CAMBRIDGESHIRE
(Equal Opportunity Employer)
PRIMARY CURRICULUM DEVELOPMENT TEACHERS
PRIMARY MATHEMATICS (3 posts)
Scale 3 from September 1985 for 3 years.
Applications are invited for 3 posts as Curriculum Development Teachers in Primary Mathematics to work with the County's Advisory & Inspection Team for mathematics on a 3 year project funded by education support grants. The work covers a wide range of curricula guidance and includes in-service courses for middle and each member of the team will be invited to take the lead in specific aspects of the work.
The posts will be divided between the 3 administrative areas of the county.
Write for application forms and details to the Senior Education Officer, Gloucester Street, Cambridge CB3 0AP. (large SAE please). Closing date 18th March. (40909) 110030

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CRESSY HINTON COMMUNITY JUNIOR SCHOOL
Required for September, or earlier if possible a teacher to work in a modern plan school with enthusiasm for literature and language development and advocacy. (Scale 2).
Application form and further details from the Headteacher, Fulbourn Old Drift, Cherry Hinton, Cambridge CB1 4RS. (s.a.e. first class) (40906) 110030

DEVON
Please see displayed advertisement on Page 62. (40181) 110030

GUILDFORD
GUILDFORD HIGH SCHOOL (Church Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ.
Kindergarten teacher required for September.
Application form and job description from the Headmistress.

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MOLDGREEN J.M.I. & NURSERY SCHOOL
The Avenue, Moldgreen, Huddersfield
(Roll 307)
Required for September 1985 an experienced teacher SCALE 3 to be responsible for co-ordinating the infant curriculum and to be unit leader for three infant classes.

RE-ADVERTISEMENT
READING & LANGUAGE CENTRE
Woodland Road, Hopton, Mirfield, West Yorkshire (Ref 791)
Required for September 1985, or earlier if possible as Advisory Teacher SCALE 3. Applicants should be well-qualified, experienced primary teachers and should possess a specialist qualification in the teaching of children with special needs. Candidates remediation or learning difficulties in order to advise teachers mainly in primary and middle schools. Casual user car allowance is payable.
An application forms and further details (s.a.e. please) are available from the Director of Educational Services, (Ref. PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this advertisement.
An equal opportunity employer. (28068) 110030

HARROW
EDUCATION COMMITTEE
ST. DUNSTANE'S FIRST SCHOOL
Cedar Drive, Edgware HA8 5RU
Tel: 01-952 1475
Experienced teacher with appropriate qualifications (eg. R.S.A. TESL) required for this multi-cultural first School for September 1985.
The successful applicant would be teaching and developing the English of bilingual children in close cooperation with class teachers. Outer London Allowance payable.
Application forms from and to be returned to Mr. J. Hardy First School by 15th March. Please enclose a stamped addressed envelope.
HARROW is an EQUAL OPPORTUNITY EMPLOYER. (29268) 110030

Unless otherwise stated the following posts are required for September 1985, forms and details are available from the Head of the school on receipt of S.A.E.

DEPUTY HEADSHIP: PRIMARY

DONNINGTON COWLEY ENDOWED PRIMARY SCHOOL, Tewndam Lane, Donington, Spalding, Lincs. PE11 4TN. NOR 231 – Group 4.

An interest in Primary School Science and an enthusiasm for computers would be an advantage. Application forms should be returned as soon as possible.

SCALE 3 POST

PERIPATETIC TEACHER – Suitably qualified and experienced teacher required in the County Service for children with hearing difficulties, to work as a member of a well established team in the Boston area. Essential user car allowance. Applications forms and further particulars are obtainable from Mr. D. G. Esp, Director of Education, County Offices, Newland, Lincoln LN1 1YQ, to whom completed application forms should be returned as soon as possible.

Lincolnshire
County Council

ADVISORY TEACHERS FOR PRIMARY SCIENCE
– 3 Posts (Scale 4)

A team of three advisory teachers is required to develop science in the primary curriculum as part of a three year project. The successful applicants will form part of large advisory service and will be expected to work closely with subject and phase inspectors, education officers, other advisory teachers, and Heads of Teachers' Centres.

Ideally teachers are sought who combine an expertise in primary education with a training in, and experience of, science.

Approximately 75% of time will be spent working in schools with teachers and/or pupils. Although the curriculum work in schools is regarded as the most important part of the work the successful applicants will also be expected to contribute to the Authority's in-service programme.

The project extends over three years for which there will be fixed term contracts.

Further details and application forms (s.a.e. please) available from the County Education Officer (Ref. MH), Northampton House, Northampton, NN1 2HX. Closing date: 15 March 1985 (12306)

Northamptonshire
Education

SPECIAL SCHOOLS

SPILSBY ERESBY SCHOOL, Eresby Avenue, Spilsby, Lincs.

Enthusiastic teacher required for this Day Special School for children with severe learning difficulties. Scale 2 (S) post available for teacher with appropriate training and Special School experience to take on additional responsibilities including Curriculum Development. Closing date: 15th March 1985.

BOSTON-ST. THOMAS' VC PRIMARY AND DONINGTON COWLEY'S VC SECONDARY SCHOOLS' PARTIALLY HEARING UNITS.

Temporary Assistant Teacher required as soon as possible to cover a teacher's maternity leave. Scale 1+SSA. The post is split evenly between these two schools and the working times are by arrangement with the Headteachers. Application forms are available from the Divisional Education Officer, County Hall, Boston, Lincs., PE21 6LX, on receipt of SAE, to whom completed forms should be returned as soon as possible.

PRIMARY EDUCATION
continued

HAVERING
LONDON BOROUGH OF HAVERING
LANGTONS INFANTS SCHOOL
Westland Avenue, Hornchurch, Essex RM11 3SD
Tel: Hornchurch 47866 (Roll 233 Mixed)
Headteacher: Miss G.A. Carpenter
Experienced and enthusiastic Teacher, Scale 2, required from September 1985 to join a hardworking and committed staff and take responsibility for Maths/Science in the school. Applicants should be conversant with modern primary school practice.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date : 15th March, 1985. (40634) 110020

HEREFORD AND WORCESTER
COUNTY COUNCIL

LORD SCUDAMORE PRIMARY SCHOOL
Friar Street, Hereford HR4 0AS

Required from Summer Term, 1985, in this Group 6, 5 to 11 year age span school, an experienced qualified teacher to teach a class of children with moderate learning difficulties. The class is an L.E.A. recognised S.L.U. and so the salary scale is at Scale 2 plus Special Schools Allowance (eve). An enthusiastic candidate with suitable qualifications in the field of special education and a sound working knowledge of up to date computer technology will be given first consideration.

Further details and application form available from headteacher upon receipt of foolscap s.a.e. (40985) 110020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Year 1 Teacher
Required for April or September
CLEVELAND MAYVILLE JUNIOR SCHOOL
Mayville Road, London E11 4PJ
Head: Mr. A. Tuffin
CO-ORDINATOR WITH RESPONSIBILITY FOR LANGUAGE
SCALE 2 plus Outer London and Social Priority Allowance
Application form (and further details), available on receipt of s.a.e. to the Head Teacher.
Closing date: 15th March 1985. Ref. P37/216. (34364) 110020

HERTFORDSHIRE
ST. CUTHBERT MAYNE R.C. SCHOOL
Clover Way, Hemel Hempstead
Group 4 - 160 on roll
Required for April or September 1985: an enthusiastic and imaginative teacher for a lower Junior class. The successful candidate will be responsible for Boys' Sports Activities. An interest in Music and Drama would be an advantage.
The post is open to teachers completing their studies in June 1985. All applicants must be committed Roman Catholics and show a willingness to work closely with other staff to foster a stimulating environment throughout the school.
Visits to the school are encouraged and further details available from the Headmistress to whom applications (including c.v. and names of two referees) should be sent. Closing date: 15th March, 1985. 110009

ROME
ITALY
Required for September 1985 well qualified teachers for the following posts: English, Chemistry, Biology, Mathematics, Primary.
See Overseas Appointments for details. (39192) 185624

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1985
HOSH PINAH JEWISH PRIMARY SCHOOL
Mowbray Road, Edgware, Middx. HA8 8JT
Roll 230
Reception Class Teacher. Scale 1. Knowledge of Judaism an asset. The School will be moving to a new purpose-built two form entry building during the school year 1985/6.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to the Head Teacher at the school by 15th March 1985. (34373) 110022

BRENT
LONDON BOROUGH OF BRENT
BRAINCROFT INFANTS' SCHOOL
Warren Road, NW2
(Roll: 398)
Required from 16 April 1985 - A well qualified, enthusiastic (imaginative and adaptable TEACHER (Scale 1). The successful candidate will have charge of a Top Infant Class; and should have an interest in the use of Computers. Music an advantage.

ELSLEY JM & I SCHOOL
Forty Lane Ave., Wembley, HA9 9HT
(Roll: 328)
Required from April 1985 - Temporary INFANT TEACHER (Scale 1) to cover maternity leave. Visits welcomed.

STONEBRIDGE INFANTS' SCHOOL
Shakespear Ave., NW10 8NG
(Roll: 177) - Social Priority School
Required from Easter 1985 - Temporary TEACHER (Scale 1) for two terms, to cover maternity leave - initially to work with groups of children in the two third year classes. Visits welcomed.

STONEBRIDGE JM SCHOOL
Shakespear Ave., NW10
(Roll: 190 - Social Priority School)
Required as soon as possible - Temporary TEACHER for 3rd year Juniors to cover maternity leave.
Inner London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head-teacher returnable within 10 days. (39077) 110022

DORSET
WESTHAVEN COUNTY JUNIOR SCHOOL
Required for September 1985 a full-time teacher for Scale 1 post. Applicants should be able to complement those of the present staff. An enthusiastic commitment to children and their education is more important than previous teaching experience.
Application forms and further details (foolscap s.a.e.) available from Director of Education, Royal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday, 15th March, 1985. (39258) 110022

HILLINGDON
LONDON BOROUGH OF HILLINGDON

PRIMARY SCHOOL TEACHERS

Previous applicants will automatically be reconsidered.

Applications are invited from qualified teachers in Nursery and Infant schools for temporary posts commencing in April 1985:-

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex to whom they should be returned as soon as possible and not later than 15th March 1985.

Outer London Allowance Payable. (40082) 110022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
ST. MARK'S PRIMARY SCHOOL
St. Mark's Road, Mitcham, Surrey
Tel: 01-648 2339
Head Teacher: Miss M.A. Cole
Age Range: 3/9 years
No. on roll: 314
Experienced teacher required temporary for Summer Term 1985 for 8 year olds.
CLOSING DATE: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (290251) 110022

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
ST VINCENT'S RC FIRST & MIDDLE SCHOOL
Pierrepoint Road, Acton W3 9JH
TEMPORARY CONTRACT, SUMMER TERM
Teacher required for 0.5 sessions per week mainly in the First School but with a commitment in Home Economics would be helpful.
Inner rate Scale 1 and £1,038 London Weighting.
Application forms (SAE) from Headteacher to be returned by 13 March. 110022

HAVERING
LONDON BOROUGH OF HAVERING
ST. URSULA'S R.C. JUNIOR SCHOOL
Straight Road, Romford RM3 7JB
Tel: Ingrebourne 43170
(Roll: 191)
Headteacher: Sister Teresa
Required for September 1985, Scale 1 Teacher, who is a practising Catholic, to take a class of 3rd year Juniors.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: 15 March 1985. (34392) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

DARELL JM/I SCHOOL
Darell Road, Richmond, Surrey TW9 4LQ

SCALE 1 TEACHER plus £678 Outer London Allowance

Required for September 1985, a full-time, established Scale 1 Teacher to complement those of the present staff. An enthusiastic commitment to children and their education is more important than previous teaching experience.

Application forms and further details (foolscap s.a.e.) available from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Friday, 15th March, 1985. (39258) 110022

SOMERSET
HINTON ST. GEORGE V.C. PRIMARY
Nr. Crewkerne
(33)

For April 1985, an enthusiastic teacher, Scale 1 for the 5 - 7 age range infants. Permanent appointment for suitably experienced candidate.

Application form and details (SAE) from the Headteacher, Mrs. Read, Hinton St. George First School, Hinton St. George, Crewkerne, TA17 8SZ.

Closing date 18th March 1985. (34195) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
OAK HILL PRIMARY SCHOOL
Aldera Avenue, Woodford Green, Essex
Head: Mr. J. Thorne
Required for April. Temporary teacher for a top infants/bottom juniors class required to cover a secondment for one term.
SCALE 1 Plus Outer London Allowance.
Application form (and further details), available on receipt of s.a.e. from and returnable to the Head Teacher.
Closing date: 15th March 1985. Ref. P43/217. (40221) 110022

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

NORTHUMBERLAND
COUNTY EDUCATION COMMITTEE
BLYTHE AMORPETH ROAD COUNTY FIRST SCHOOL
Scale 2 post to provide specialist tuition and support for emotionally disturbed young children.
Post based in this first school to which it is proposed to add a nursery unit, and a contribution may be made to similar needs in other local first schools.
Application forms and further details returnable 5.3.1985. Foolscap s.a.e. to the Director of Education, County Hall, Morpeth, NE61 2EF. (34379) 111020

Middle School Education

Headships

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ELMHURST COUNTY MIDDLE SCHOOL
Dunsham Lane, Aylesbury, Bucks.
Roll: 313 pupils aged 8 - 12 Group 4
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of this school, from September 1985.
Assistance with removal expenses is given in approved cases.

MEADOWCROFT COUNTY MIDDLE SCHOOL
Belgrave Road, Aylesbury, Bucks.
Roll: 144 pupils aged 8 - 12 Group 3
Applications are invited for the HEADSHIP of this Middle school from September 1985.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further details for both posts (s.a.e.) from and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UA. CLOSING DATE: 18 March 1985. (38508) 130010

HAMPSHIRE
ABBOTSWOOD COUNTY MIDDLE SCHOOL
Ringwood Road, Totton, Nr, Southampton
N.O.R. 476 approx.
HEADTEACHER Group 6 school
Salary: Scale currently £15,858 - £14,184
Required September 1985.
Apply to: Area Education Officer, Cannon Street, Lymington (enclosing s.a.e. for further details and application form.
Closing date 15th March 1985. (38049) 130010

OXFORDSHIRE
COUNTY COUNCIL
HEADINGTON MIDDLE SCHOOL
Oxford
N.O.R. 487
Required for September 1985 a Headteacher for this Group 6, 9 - 13 Middle school.
Application forms and further particulars available from the Chief Education Officer (ref SA) Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (40835) 130010

Deputy Headships
Second Masters/ Mistresses

HAMPSHIRE
BITTERNE PARK MIDDLE SCHOOL
Manor Farm Road, Southampton SO2 4NY
Required September 1985 - Deputy Head Group 3.
S.A.E. to Head for further details. Closing date for completed application forms 18th March. (40093) 130012

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Christow Primary Schools
Christow, Exeter EX6 7HQ. (Roll 70)
Headteacher Group 2 £9,990–£11,073
Required September 1985. Application forms available from (sae required) Area Education Officer, Oldway, Paignton TQ3 2TE. Closing date 15th March 1985.

Broadwoodwidger Primary School,
Broadwoodwidger, Lifton PL16 0EX. (Roll 23)
Headteacher Group 1 (£9,573–£10,653)
Required September 1985. Application form and further details (sae required) from Area Education Officer, Civic Centre, North Walk, Barnstaple EX31 1EG. Closing date 15th March 1985.

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DEPUTY HEADTEACHERS
Primary

Knowle Primary School,
Ringmore Way, West Park, Plymouth PL5 3QG. (Roll 274)
Deputy Head Group 5
Required September 1985, enthusiastic and energetic teacher to assist the Head with the development of curriculum, policy management and organisation. The successful candidate will be expected to make a broad contribution accepting responsibility for at least one major area of the curriculum, and lead staff in its development. Closing date 13th March 1985.

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SCALE POSTS
Secondary

Torquay Boys' Grammar School,
Shiphay Manor Drive, Torquay TQ2 7EL. (Roll 715)
Scale 3 Head of Technology and Computing
Required September 1985 an enthusiastic and dedicated Honours Graduate to take charge of this rapidly expanding department. Both subjects form part of the core curriculum and technology is now taught to both O and A level. The school has recently moved into new buildings containing extensive facilities for both technology and computing. An ability to help with games would be an advantage but not essential. Closing date 15th March 1985.

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SCALE POSTS
Primary

Exeter St Nicholas RC (5–12 years) Combined School,
Matford Lane, Exeter EX2 4PS. (Roll 374)
Scale 2 – Science and Maths
Required September 1985 a teacher with co-ordinating responsibility for Science and Maths. Ability to help with boys' games an advantage. Candidates should be practising Roman Catholics. Closing date 15th March 1985.

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SPECIAL POSTS
Special

Downham School,
Horn Lane, Plymstock, Plymouth PL9 9BR. (Roll 65)
SCALE 1 (S)
Required September 1985 for group of children aged 12–16 years at this school for children with severe learning difficulties. Applicants are invited from experienced teachers and from students undertaking relevant training who will complete their course in 1985. Closing date 13th March 1985.

DEVON
(8156)

MIDDLE SCHOOL EDUCATION
continued

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
WATLING WAY COUNTY MIDDLE SCHOOL
Galley Hill, Stony Stratford, Milton Keynes MK11 1PA
Required from September 1985 or earlier if possible, an imaginative and creative teacher to work with children with learning difficulties. This is the second post in a new department integrated within the mainstream middle school. Experience in remedial or special education an advantage. Scale 2.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Glinnever, B.Sc., M.Ed., at the Milton Keynes Area Education Office, Stratford Road, Wolverton, Milton Keynes MK12 5NY, on receipt of a foolscap stamped addressed envelope.

BUSHFIELD COUNTY MIDDLE SCHOOL
Moon Street, Wolverton, Milton Keynes MK12 5JO
Required for September 1985, an experienced class teacher who will also undertake year leadership responsibilities in this school for 8 - 12 year old children. An interest and knowledge of music is desirable. Scale 3.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr P. Budworth, on receipt of a foolscap stamped addressed envelope. (40604) 121020

By Subject Classification

Mathematics

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ARNOLD MIDDLE SCHOOL
Station Road, Barton-Le-Clay MK45 4RZ
Headmaster: Mr A. Reigh
Tel: Luton (0582) 881388
9 - 13 Co-Educational Middle School
Numbers on Roll: 435
Required for Summer Term 1985 only, a temporary Teacher of Mathematics, Scale one to teach throughout the School.
Application forms and further details from the Headmaster, s.a.e. please. (40878) 123622

LONDON
HIGHGATE JUNIOR SCHOOL
(JANE FROSSARD)
Required for September 1985 an experienced teacher to teach mainly subjects to boys aged 9 to 13. The ability to help with the Cricket coach Eton Fives would be an added recommendation and the successful applicant would be expected to take a full part in the life of the school.
Possibility of accommodation being available.
Inner London Salary scale.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Master, Highgate Junior School, 6 Bishopswood Road, London N6, from whom further details of the post may be obtained. (34778) 130622

SURREY
EDUCATION COMMITTEE
SALFORDS COUNTY MIDDLE SCHOOL
Temporary Scale 1 teacher required from 1st year mid-dle class to cover teacher absent on maternity leave from 1st May 1985. Preference will be given to candidates able to teach Mathematics/Music.
Application forms and further details from Headteacher, Tel: Redhill 65040. (39979) 125622

Modern Languages

Scale 1 Posts

KIRKLEES
METROPOLITAN BOROUGH
DIRECTORATE OF EDUCATIONAL SERVICES
KIRKBURTON MIDDLE SCHOOL
Turnbarhews Avenue, Cleckheaton, Huddersfield HD8 0LE
(Ref. 508)
Required from June 1985 a temporary SCALE 1 teacher or FRENCH with responsibility for a second year class in this 10 to 13 middle school.
The appointment is temporary during the maternity leave of the permanent post holder.
Application forms and further particulars (s.a.e. please) from the Director of Educational Services, (Ref. 508), Oldgate House, 2 Oldgate, Ruddersfield HD1 6QW to whom completed forms should be returned within 14 days of this advertisement.
An equal opportunity employer. (39068) 123622

Music

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
SILVER JUBILEE MIDDLE SCHOOL
Beeston Road, Sandy, Biggleswade (Tel: Sandy 81401)
Group 3 (Co-Educational) Middle School
Numbers on Roll: 372
Required for September 1985 for the Summer term only a teacher for music throughout the school. Scale one.
Any successful candidate should also be able to teach English in the first and third year, and maths in the first year.
Application forms and further details from the Headteacher, s.a.e. please. (39078) 123622

Religious Education

Scale 2 Posts and above

BEDFORDSHIRE
NORTHERN AREA
ST. BEDES R.C. MIDDLE SCHOOL
Brotherton Road, Bedford MK40 1QJ
Tel: Bedford (0234) 53858
9 - 13 Co-Educational Middle School
Numbers on Roll: 270
Headmistress: Miss J. M. Sullivan
Required for September 1985, a committed teacher to be responsible for R.E. The Governors would be particularly keen to receive applications from practising Catholic teachers. A Scale 3 post may be available for a suitable applicant.
An ability to teach English and Drama would be an advantage. This post is temporary for one year only to cover secondment.
Application forms and further details from the Headmistress, s.a.e. please. (40761) 124420

Other than by Subject Classification

Scale 2 Posts and above

SURREY
EDUCATION COMMITTEE
ST JOHN'S C/E MIDDLE SCHOOL, Caterham
Scale 2 teacher required for September. Suitable for Scale 2 wishing to broaden their experience or energetic Scale 1. Experienced class teacher essential, but curriculum strengths negotiable. Science or RE useful.
Application form and further details from Head-teacher, Tel: Caterham 42009. (29273) 125620

Scale 1 Posts

EALING
LONDON BOROUGH
EDUCATION SERVICE
WOLF FIELDS MIDDLE SCHOOL
Norwood Road, Norwood Green, Southall
Middle School teacher required April
Scale 1 plus £1,038 London Weighting
Application forms (SAE) from Chief Education Officer, Middle Response Unit, Bridge Road, London W5 2BU to be returned by 15 March. (40847) 123622

LONDON
HIGHGATE JUNIOR SCHOOL
(JANE FROSSARD)
Required for September 1985 an experienced teacher to teach mainly subjects to boys aged 9 to 13. The ability to help with the Cricket coach Eton Fives would be an added recommendation and the successful applicant would be expected to take a full part in the life of the school.
Possibility of accommodation being available.
Inner London Salary scale.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Master, Highgate Junior School, 6 Bishopswood Road, London N6, from whom further details of the post may be obtained. (34778) 130622

SURREY
EDUCATION COMMITTEE
SALFORDS COUNTY MIDDLE SCHOOL
Temporary Scale 1 teacher required from 1st year mid-dle class to cover teacher absent on maternity leave from 1st May 1985. Preference will be given to candidates able to teach Mathematics/Music.
Application forms and further details from Head-teacher, Tel: Redhill 65040. (39979) 125622

Secondary Education

Headships

OXFORDSHIRE
COUNTY COUNCIL
CHENEY UPPER SCHOOL
Oxford SA9
N.O.R. 849
Required for September 1985 a Headteacher for this Group 6 11 - 18, Upper School.
Application forms and further particulars available from the Chief Education Officer (ref SA) Macclesfield House, New Road, Oxford OX1 1NA. S.A.E. essential. (40835) 130622

BROMLEY
LONDON BOROUGH OF BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Leonard Road, Beckenham, Kent BR3 1QE
HEAD TEACHER Group 10
Applications are invited from suitably qualified candidates with proven management skills and curriculum development experience for the above post, tenable from September 1985, at this girls' Comprehensive school. Assistance with removal and associated expenses available in certain circumstances.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 15th March 1985. (34220) 130010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
OAKWOOD PARK GRAMMAR SCHOOL
Oakwood Park, Maidstone ME16 8AR
APPOINTMENT OF HEAD TEACHER
Group 11 (subject to review April 1988) Roll 667
Applications are invited for the post of Head Teacher of this Upper School for 13 - 18 years from September 1985. The school is included in the Thames-side Scheme of Secondary Education in Maidstone and admits Boys at age 13 for whom an academic course is considered suitable.
Forms of application and further particulars may be obtained (foolscap s.a.e. please) from Divisional Education Officer, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ to be returned by 15th March 1985. (40407) 130010

Education
Head Teachers

Meden Comprehensive School, Burne Lane, Warsop, Mansfield, Notts. NG20 0QN
Number on roll: 1250 including 45 in VI form
Salary Group: 11
Vacant: 1st September, 1985.

Henry Mellish Comprehensive School, Highbury Vale, Bulwell, Nottingham. NG6 9DS
Number on roll: 748
Salary Group: 9
Vacant: 1st September, 1985

Qualified teachers are invited to apply for appointment as Head Teachers of the above schools. The vacancies are created by the retirement of the Head Teachers.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall.

Closing date: 15th March 1985 (8183)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

EDUCATION DEPARTMENT CANTERBURY DIVISION

Sir William Nottidge Secondary School, Bellevue Road, Whitstable CT5 1PX.

Appointment of
Head Teacher
Group II

Applications are invited for the post of Head Teacher from the beginning of the Autumn Term 1985. The school is a non-selective secondary school serving the Whitstable area. The present roll is 1,029, including a sixth form of 61 pupils.

Application form and further details obtainable from the Divisional Education Officer, 78 London Road, Canterbury (sae please) to be returned by the 22nd March 1985.

Re advertisement: Previous applicants need not re-apply. (12220)

KENT COUNTY COUNCIL

HEAD TEACHER Group 10
£16,824–£18,141+*

Required, September 1985, from suitably qualified and experienced candidates, applications for the post of Head Teacher of:

Speke Community Comprehensive School

This mixed community comprehensive school will open in September 1985 as one of 18 new community schools in the city. Together they will constitute a major reorganisation of the county secondary sector. Based on a split site campus incorporating former mixed and boys' comprehensives, the school will have an estimated number on roll of 950 of which 50 will be in the sixth form. The school will service an outer city area of social deprivation and high unemployment.

The Authority is looking for a person of relevant experience and proven achievement who will bring energy and commitment to the development of the school as a total educational resource. It will be designed to meet the needs of the whole community – the young, aged between 11 and 18, their families and parents, the young unemployed, together with young people and adults – in the fullest range of local activities, and the post will offer a testing challenge of educational leadership and management.

*An additional allowance will be payable to take account of the community responsibilities.

Application forms (send sae) from The Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 6BJ, to be completed and returned by 15th March 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (14077)

CITY OF Liverpool

HUMBERSIDE EDUCATION COMMITTEE
Required for September, 1985
HEAD
for
HAVELOCK SCHOOL, HOLYOAKE ROAD, GRIMSBY, SOUTH HUMBERSIDE.
(RE-AVERTISEMENT)

1168 Pupils on roll, Burnham Group 12, Age Range 12-18.

This is a fully comprehensive co-educational school for pupils aged 12-18 which includes a special unit for the Hearing Impaired. Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher which is now vacant following the retirement of the previous Head.

Applicants should be aware that although the school is at present Group 12 it is expected to become Group 11 with effect from 1st April, 1986, following the Burnham Triennial Review.

Application forms and further particulars are obtainable, upon receipt of a large stamped, addressed envelope, from the Director of Education (H.Q. Staffing) County Hall, Beverley, North Humberside, HU17 9BA, to whom completed forms should be returned not later than Friday, 15th March, 1985.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.

(13011)

SCALE 1 PRIMARY TEACHERS

It is likely that there will be a small number of Scale 1 vacancies in September 1985 for Primary Teachers.

Applications will be particularly welcomed from candidates able to work in Infant Schools or Nursery classes.

London Allowance £1,038 payable.

Removal expenses — 100% allowed in approved cases.

Application forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 15th March, 1985. Applicants who are about to complete a course of training should indicate this when writing. (8163)

Haringey
Progress with humanity
Applications will be considered on the basis of their suitability for the job irrespective of race, marital status, sex or any disability you may have.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £268 P.A. THROUGHOUT THE COUNTY
Generous relocation expenses in approved cases
Assistance with Temporary Housing may be available

HEADSHIP
REIGATE PRIORY COUNTY MIDDLE SCHOOL, Reigate

HEAD TEACHER required from the commencement of the Autumn Term 1985 for this County Middle School in Group 6. The school is for pupils aged 8-12 years, N.O.R. January 1985: 426.

Salary scale – £12,888 – £14,184 p.a.

Application form and further details available from Area Education Officer, 123 Blackborough Road, Reigate, Surrey RH2 7DA.

ilea Inner London Education Authority

HEADSHIP

LANGDON PARK (MIXED COMPREHENSIVE) SCHOOL (St Leonard's Road, Poplar), E14 0RZ.

Applications are invited from suitably qualified and experienced teachers for the headship of this school which will become vacant on 1 September 1985, following the retirement of the present headteacher Mr. P. L. T. Andrews. Roll 812. Burnham group 10 plus Inner London allowance plus £201/276 social priority allowance.

This community orientated school has campus-style accommodation on a large site.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 22 March.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (8168)

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1985:-
HEADTEACHER (GROUP 10)
MORETON SCHOOL

Applications are invited from suitably qualified teachers with substantial experience in comprehensive and urban schools for the Headship of this 11-18 co-educational community comprehensive school.

Forms of application and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton, WV1 1RR, to which they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (8172)

WOLVERHAMPTON the place to be

SECONDARY HEADSHIPS
continued

NORTHAMPTONSHIRE

KINGSBROOK SCHOOL
Stratford Road,
Headteacher: Mr A.J. Dorney, BSc., Ph.D..

APPOINTMENT HEADTEACHER Group 9

Applications are invited for the post of Headteacher at this co-educational 11 - 18 Comprehensive School. Current roll 885 including 54 Sixth Formers. The school opened in 1938 and was re-organised as a Comprehensive School in 1975 with the addition of a Sixth Form in 1980.

Kingsbrook School is now well equipped to provide both the full range of traditional School Subjects and also to respond to the changing needs of Society. The village of Deanshanger, is situated in a rural area close to the South Northamptonshire - Buckinghamshire border. Pupils attend the School from Deanshanger and a number of surrounding villages.

The appointment will be from 1 September 1985.

Application forms and further particulars are available from County Education Officer (ref 97/DL), Cheyneshanger House, Northampton NN1 2NX. Closing date 15th March 1985. (40173) 130010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

FAIRFIELD GRAMMAR SCHOOL
Fairfield Road, Montpelier, Bristol BS6 5JW
Required from 1st September 1985. Lapsley Road (Group 9), Successful candidate will be expected to co-ordinate curriculum development and the pastoral care of girls, together with having responsibility for a share of school administration.

Precise specification of job (see please) and letter of application to the Headteacher by 15th March 1985. Please give full c.v. and names of two referees.

Avon is an equal opportunities employer. 130012

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
WILLOWGARTH HIGH SCHOOL
Brierley Road, Grimethdpre, Barnsley
(Group 11)
(11 - 18 Mixed Comprehensive, No on Roll: 1,010)
Headteacher: Mr A.J. Dorney, BS.c., Ph.D..

Required for September 1985, an enthusiastic and energetic teacher to take on the challenging role of DEPUTY HEADTEACHER in this rural comprehensive school.

The successful applicant must be capable of working as a member of a team committed to the management of consensus. He/she will have experience of the management of change, will be innovative, determined and confident in the ability to affect and guide developments.

A primary responsibility will be that of curriculum development and an interest or experience in timetabling would be advantageous. Other areas of responsibility will be open to negotiation with the successful candidate within the management team.

Application forms are available from the Education Officer at the Education Office, Bernesai Close, Barnsley S70 2HS to which they should be returned together with a letter of application and curriculum vitae, within two weeks of the appearance of this advertisement. (40157) 130012

BEDFORDSHIRE

SOUTHERN AREA
ST. LEONARD'S UPPER SCHOOL
Leighton Road, Dunstable, Beds. LU6 3SU
NOR: 653 - 13 - 19 (M)
Headmistress: Miss K. Barker, B.sc.

Applications are invited for September 1985, for the post of Deputy to Group VII which becomes vacant through the appointment of the present holder to headship. Applicants should have a mathematical qualification, appropriate experience, preferred to take a major part in policy making, administration and pastoral care and willing to take a keen interest in all aspects of school life; willingness to undertake responsibility for curriculum development is highly desirable.

Application forms and further particulars obtainable from and returnable to the Headmaster at the School, as above.

Closing date 15 March 1985. (40768) 130012

ESSEX

APPLETON SCHOOL
Croft Road, Benfleet
Tel: 03745 4213
(Roll 1620)
SECOND MASTER/MISTRESS (DEPUTY HEAD) GROUP 13)
Required September owing to promotion to Headship. Teacher of proven distinction in large school. Closing date: 18th March, 1985.

Curriculum vitae and names of two referees to Headteacher (fooolscap s.a.e. please). (40207) 130012

HAMPSHIRE

EQUITY & LAW HANTS AREA
CROOKHORN SCHOOL
Stakes Hill Road, Purbrook, Portsmouth, Hants
Required September 1985
SECOND MASTER/MISTRESS. Experienced graduate required for Boys' and Girls' pastoral care and extensive liaison.

Scale Group 10 Deputy Head.

Apply to Headteacher, enclosing curriculum vitae. Please send s.a.e. for details and application form.

Closing date: 14th March, 1985. (38052) 130012

HERTFORDSHIRE

NORTON SCHOOL
Norton Road, Letchworth, Herts. SG6 1AT
Tel: Letchworth 2908
Co-education. Roll: 680.
Group 10
DEPUTY HEAD (Group 10) required from 1st September 1985.

Please apply by letter to the Headmaster with curriculum vitae and names and addresses of two referees. Further details of the school and the post will be supplied on request. (40528) 130012

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
Kingston upon Hull Division
KELVIN HALL HIGH SCHOOL
Britnall Avenue, Hull
Head: Mrs. S.R. Matson, B.A.

Required for September, 1985 a DEPUTY HEAD (for this Group 11, 13 - 18 mixed comprehensive school. Candidates must have a strong commitment to comprehensive education and proven skills of management and leadership. The main areas of responsibility will be in curriculum development and the organisation and management of resources.

Application forms and full details of the post available from the Head (large s.a.e. please) to whom they should be returned by 15th March, 1985. (40117) 130012

WEST GLAMORGAN
County Council

Second Master/Mistress

Applications are invited from suitably qualified and experienced persons for the following posts, to commence in September, 1985.

GLANAFAN COMPREHENSIVE SCHOOL, Station Road, Port Talbot, SA13 1LZ (MIXED) (900 on roll) (Age Range 11-16).

A Second Master/Mistress is required for this GROUP 9 school (Deputy headteacher salary scale). (Post Ref: 1.11.85).

RE-ADVERTISEMENT

BISHOP GORE COMPREHENSIVE SCHOOL, De la Beche Road, Sketty, Swansea, SA2 9RP. (MIXED) (1625 on roll) (Age Range 11-18).

A Second Master/Mistress is required for this GROUP 13 school. (Deputy headteacher salary scale). (Post Ref: 2.11.85).

Application forms and further details for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 14th March, 1985.

John Beale
Director of Education
(12201)

HOUNSLOW

ISAAC NEWTON COMMUNITY SCHOOL
High Street, Cranford,
Hounslow TW5 9PD
Tel: 01-897 2001
HEAD: Mrs Anne Jones, B.A.
HEAD OF SCHOOL (SENIOR TEACHER)
Wanted for September 1985 to manage the work of the Middle School, (ie. years 4 & 5 (some 400 pupils) in the first instance.

Cranford is a superbly equipped fully Comprehensive, pre-Educational Community School with approx. 1200 pupils. The Heads of School are members of the Senior Management Team and responsible for the management of the Curriculum and leadership of the overall learning and personal development of the pupils in their section.

For further details and application form apply to the Head Mrs A. Jones enclosing a S.A.E.

London Allowance: £678.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(40708) 130012

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

VICE PRINCIPAL

THE BEAUCHAMP COLLEGE
Ridge Way, Oadby, Leicester LE2 5TP

(A Leicestershire Upper School 14 - 19 and Community College)

GROUP 13

ROLL 1150 (including 6th form of 350)

Principal: Mrs M. Cruickshank

The Vice-Principal vacancy in our Senior Management Team arises from the promotion of the present holder to a Headship and is for August 1985. Applications will be welcomed from experienced, teachers who are committed to comprehensive community education.

It is essential to obtain further details and an application form (SAE) from the Principal. Closing date 14th March, 1985. (40839) 130012

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
(Voluntary Aided)
Crooms Hill, Greenwich, SE10 8HN
Tel: 01-858 4613
Roll 380
Required September, Second Deputy Head with responsibility for Pastoral Care. Preference given to practising Catholics. Closing date Friday 15th March.

Please apply in the headmistress' curriculum curriculum vitae, the names of two referees and a copy of a recent testimonial, phone school for an application form. (44349) 130012

WILTSHIRE

ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL
Swindon, Wiltshire

N.O.R. 1240 pupils

Required for September 1985. - a Deputy Head for this mixed 11 - 18 Comprehensive School (Group XI. 11 - 18 Mixed Comprehensive Serving) with a 6th form of 140 students. The successful applicant will be a committed Roman Catholic. He/she must be seeking a well-qualified graduate with proven managerial experience to take an active part in the general administration duties within the Senior Management Team.

St. Joseph's enjoys a high reputation in the area for its academic and sporting success.

Application forms and further information (s.a.e.) may be obtained from and should be returned to Mr J.E. Williams, B.A., Headmaster, St. Joseph's R.C. Comprehensive School, Nythe Road, Stratton St. Margaret, Swindon, Wilts.

The closing date for applications will be 15th March 1985. (40098) 130012

NORTH YORKSHIRE

COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
Comprehensive 14 - 18, 950 on roll (620 in Years 7 and 8)
Required in September 1985.
SECOND MASTER/MISTRESS (Deputy Head) (Ref. No. 11).
The person appointed will become part of the management team within the school and will be involved in all phases of its development. Specific responsibilities will be allocated to include the skills and interests of the successful candidate, but it would be helpful if they could include a significant commitment to pastoral work. There will be administrative duties and a teaching contribution also is required.

Further details available from the Headteacher at the school (foolscap s.a.e. please). (40150) 130012

SURREY

EDUCATION COMMITTEE
THE BISHOP WAND C OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LH
Required for September, a DEPUTY HEAD with responsibility for the welfare of 11 - 18 co-educational school, currently group 10.

The Governors wish to appoint a teacher with successful administrative and pastoral experience to join the senior management team and to take charge of the school's life. This responsibility will be for all the boys and girls. They are looking for a practising Anglican, active involved in the life of the Church, who is committed to the concept and practice of education based on Christian principles.

Fringe London allowances. Generous relocation allowance payable in approved cases.

Full details and application form from the Headmaster, Dr. G. Jones, M.A. 130012 (40005)

WILTSHIRE

ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL
Swindon, Wiltshire

N.O.R. 1240 pupils

Required for September 1985. - a Deputy Head for this mixed 11 - 18 Comprehensive School (Group XI. 11 - 18 Mixed Comprehensive Serving) with a 6th form of 140 students. The successful applicant will be a committed Roman Catholic. He/she must be seeking a well-qualified graduate with proven managerial experience to take an active part in the general administration duties within the Senior Management Team and responsible for the management of the Curriculum and leadership of the overall learning and personal development of the pupils in their section.

For further details and application form apply to the Head Mrs A. Jones enclosing a S.A.E.

London Allowance: £678.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(40708) 130012

SURREY

EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Windmill Avenue, Burpham, Guildford GU1 1XJ
12 - 16 Mixed Comprehensive, N.O.R. 1470, inc. 280 in sixth form)
SECOND MASTER/MISTRESS (Ref. No. 15)
Required in this school with strong academic tradition and wide range of courses, to take charge of one of the two substantial contributing sections, administration, pupil welfare, involvement in curriculum development and staff development.

For further details and application form apply direct to Headmaster, Tel: Guildford 39445. Closing date 18th March 1985. (38028) 130018

WALSALL

METROPOLITAN BOROUGH COUNCIL
HEAD TEACHER
Group XI
Required September, 1985 at Aldridge Sutton Coldfield school in its final years of development. Must be enthusiastic, able, committed and experienced teacher to join management who will work as a team dealing with all aspects of school management. Essential duties of this post will include curriculum review, inservice training and staff development.

For an application form please send a S.A.E. quoting Ref. No. 11 to the Head Teacher, Sneyd Community School, Vernon Way, Sneyd Lane, Bloxwich, Walsall. Closing date: 8th March 1985.

Walsall is an Equal Opportunity Employer. 130012 (34970)

Remedial and Special Needs Teaching Posts

Heads of Department

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SAWTRY VILLAGE COLLEGE
Required for September
Head of Special Educational Needs Department (Scale 3)
A 13 - 16 mixed 11 - 18 Comprehensive School (roll 850), 6 miles from Cambridge (Sawtry is a key village with well-established, well-supported department with excellent facilities.

Application form and details from the Warden, The Village College, Sawtry, Huntingdon, Cambridgeshire PE17 5XQ. (Foolscap s.a.e.). (28199) 131018

NORFOLK

ROBART HIGH SCHOOL
Kittons Lane, Loddon, Norwich NR14 6JU

N.O.R. 653 11 - 16 Mixed

Required for September, 1985.

Scale 3 Head of Remedial Co-ordinator of Remedial Services.

Applications by letter to the Headteacher at the school including curriculum vitae and the names of two referees.

Closing Date 15.3.85. (40871) 131018

Scale 2 Posts and above

ENFIELD

LONDON BOROUGH OF, ENFIELD
Wilmer Way, London N14 7HY
Roll 630
Required for Summer Term only, a teacher REMEDIAL/ESOL DEPARTMENT STUDIES DEPARTMENT
Scale 2 post for suitably qualified and experienced candidate. Temporary post covering secondment. Inner London Allowance. (Scale 2). Application forms available from and to be returned to the Headteacher at the school as possible. (38973) 131018

CYNGOR SIR
DYFED
COUNTY COUNCIL

Required for 1st September, 1985.
1. PEMBROKE SCHOOL, BUSH, PEMBROKE SA71 4RL (Group 13) (11-18 Comprehensive – No on Roll 1,700)
Appointment of HEADTEACHER
Applications are invited from Graduates of a British University with appropriate teaching experience for the above post.
Application forms and further particulars are available on receipt of a stamped addressed envelope from the Director of Education, Education Department, Pilbenlyd, Carmarthen SA31 3NH. Completed applications to be returned by 14th March, 1985.
Yn ateb erbyn 1af Mawrth, 1985.
2. YSGOL UWCHRADD LLANSEOR PONT STEFFAN SA48 7BX (Gr9g 10)
AIL-HYSBYSEB
Pennaeth yr ADRAN YSGRYTHUR. Disgwylir fi ymgeiswyr fwyddinnus drehu a dysgu'r dama hyd at lefel 'A' a dadi lade tedru dysgu trwy gymraeg y Gymraeg ar bob lefel. Tair Gradda 2 ymgeiswyr addas.
Cytlebiau trwy lythyr yn rhoi manylion llawn ac enwau a chyfeiriadau dau gyfeirwr at y Pennaeth Addysg erbyn 1af Mawrth, 1985.
Required for 1st September, 1985.
Re-advertisement
5. YSGOL GYFUN EMLYN, NEWCASTLE EMLYN SA38 9LN (Group 9) 11-18 Comprehensive
HEAD OF ENGLISH DEPARTMENT (Scale 3)
A Graduate teacher is need the Department at this newly established school. The school is currently considering introducing courses in GEP, Construction, and Media Studies.
Application forms and further details available on receipt of a stamped addressed envelope from the Headteacher to whom completed applications should be returned by 15th March, 1985.
W. J. Phillips, Director of Education, Education Department, Pilbenlyd, Carmarthen SA31 3NH.
W. J. Phillips, Dyfarnydion Addysg, Adran Addysg, Pilbenlyd, Caerfyrddin SA31 3NH. (14076)

COVENTRY CITY COUNCIL
Woodway Park School and Community College.
(Group 11, 763 on roll) (Social Priority School)
Required September 1985
Deputy Head Teacher
To join a Senior Management Team of 5 within this developing Community College. The school is situated on the northern outskirts of the city.
Application forms and further particulars from the Head Teacher, Mrs. M. Nicholls BA, at the school, Wigston Road, Coventry CV2 2RH. Tel: 0203 616155 to whom completed forms should be returned by 15 March 1985. Enclose SAE if acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

WOLVERHAMPTON BOROUGH COUNCIL
EDUCATION COMMITTEE
OUR LADY & ST CHAD RC COMPREHENSIVE SCHOOL
Oldfallings Lane, Wolverhampton WV10 9BL
Headteacher: CJ Cooper BSc BA
DEPUTY HEAD (GROUP 10)
The Governors invite applications from suitably qualified and experienced Roman Catholic Teachers for this post with effect from September 1985. The successful applicant will complete the Senior Management Team of four (Head, two Deputy Heads and Deputy Head/Second Mistress).
The successful applicant will be expected to accept the Catholic Education Council form of contract.
The school, formed from two established grammar schools, was reorganised on one site in September 1978. A considerable contribution to the school's continuing development as a successful comprehensive is looked for.
Forms of application and further particulars can be obtained from the Correspondent Governor at the school (SAE please).
Completed forms should be returned within 14 days of this advertisement to the Chairman of the Governors, Mr T M Martin, 15 Ribbesford Avenue, Oxley, Wolverhampton, WV10 6DU.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job. (6121)
WOLVERHAMPTON
the place to be

NorthumberLand
County Council
Bedlingtonshire County High Palace Road, Bedlington NE22 7DS
Group 12 (subject to Triennial Review) 13-18 co-educational high
1176 pupils inc. 140 in the 6th Form.
from September 1985,
DEPUTY HEADTEACHER
to join management team of Headmaster and 4 Deputy Heads including a Deputy Head (Community), in one of Northumberland's largest comprehensive schools with a strong tradition of academic excellence, community provision and sporting achievement. Vacancy arises due to promotion to Headship in a school in the South of England.
Applications invited from experienced and successful teachers (with proven ability in teaching and management).
Removal expenses/lodging allowance may be payable.
Application forms returnable 15.3.85 and further details available by sending a foolscap s.a.e. to the Headteacher.

SECONDARY REMEDIAL
continued

KNOWSLEY

Please see advertisement for **SUPPLY TEACHERS** ex. para XX. (28035) 130080

SURREY

EDUCATION COMMITTEE
ARDMORE REMEDIAL CENTRE
Reshill Avenue,
NOR 40
SCALE THREE TEACHER-IN-CHARGE
Required for September 1985.

Application forms and further details available from the Area Education Officer, 133 Blackborough Road, Reigate.

Closing date 15 March 1985. (28275) 131080

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX CONSTITUTION SECONDARY SCHOOL
Chingford Road, London E17
Head: Mr S. Taylor
Required for September,
REMEDIAL TEACHER SCALE 3 (plus London Allowance) required in this Comprehensive School for boys aged 11-16 years (900 on roll) to join special needs team on the Remedial Department responsibility for English.

Short application letter, CV and details of two referees to the Head.

Ref. No: P80/219. 131080 (40827)

Scale 1 Posts

BROMLEY

LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, St. Paul's Cray, Orpington, Kent BR5 3QR
Tel: 01-300 1258
Co-ed comprehensive. 850 on roll 11 - 18
Required as soon as possible, a teacher to assist in our Communication Skills Department with which deals with children who have learning difficulties. Scale 1. The post is temporary for the remainder of the school year, but part-time applicants would receive serious consideration.

Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae. Avon is an equal opportunities employer. (40107) 131028

ESSEX

BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 5LY
Tel: (0245) 264451
(Roll 1307)
TEACHER OF ART. Scale 1
Ceramics specialism required September 1985 to work throughout the school extending the present Art curriculum. Full details and application forms available from the Headteacher at the school (foolscap s.a.e. please). 131034

EAST SUSSEX

PALMER SCHOOL
Eastern Road, Brighton BN1 9PW
Comprehensive mixed, 11 - 18. Roll: 1,350
Required from September: Teacher of Remedial Subjects (Scale 1). The Learning Support Unit has excellent accommodation and is well equipped. The need to appoint a teacher able to offer firm guidance and support to pupils with learning difficulties in a sympathetic environment.

Relocation grants available in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. 131034

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Sutherland Avenue, Hove BN3 7JU
Comprehensive mixed, 11 - 18. Roll: 1,200
Required from September: Teacher or pupils with special needs. Ideally, the teacher is required to help plan and develop a Department which is to be reorganised. Applicants should be able to co-operate in this task and contribute to it as they would be able to take on responsibility.

In Relocation grants available in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. 131028 (40824)

KNOWSLEY

PRESCOT GRAMMAR SCHOOL
Eccleston Avenue,
Prescot, Merseyside L34 5PY
Tel: 051-426 2066
Co-ed Comp. 11 - 18, 900.
NOR incl. 100 6th Formers
Required for the summer term 1985, temporary cover for Mrs. (Miss) Aspinall (Scale 1) who is expecting a baby in July. Applications should be made as soon as possible. Further details from the Headteacher. Tel: 051-426 0071 (40708) 131034

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEA HOUSE HIGH SCHOOL
Ramsey Road, London E4
Required for September 1985
Required for September 1985 a teacher of Remedial Subjects (Scale 1) to join a team of specialist teachers working with children with learning difficulties. Candidates should be willing to develop their own methods within the framework of the school's policy for remedial education. Some knowledge of remedial needs within the secondary curriculum would be an advantage. Applicants should be willing to contribute to the teaching of one other subject and there would be opportunities to develop expertise in a second subject. Applicants should be graduates with a full professional qualification by the time they take up the post. Some experience of teaching in a multi-racial school would be an advantage.

Application forms and further particulars may be obtained from and returned to the Headmaster, Mr. J. Bowden, B.A. Closing date 15th March 1985. (40830) 131028

KNOWSLEY

PRESCOT GRAMMAR SCHOOL
Eccleston Avenue,
Prescot, Merseyside L34 5PY
Tel: 051-426 2066
Co-ed Comp. 11 - 18, 900.
NOR incl. 100 6th Formers
Required for the summer term 1985, temporary cover for Mrs. (Miss) Aspinall (Scale 1) who is expecting a baby in July. Applications should be made as soon as possible. Further details from the Headteacher. Tel: 051-426 0071 (40708) 131034

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEA HOUSE HIGH SCHOOL
Ramsey Road, London E4
Required for September 1985
Required for September 1985 a teacher of Remedial Subjects (Scale 1) to join a team of specialist teachers working with children with learning difficulties. Candidates should be willing to develop their own methods within the framework of the school's policy for remedial education. Some knowledge of remedial needs within the secondary curriculum would be an advantage. Applicants should be willing to contribute to the teaching of one other subject and there would be opportunities to develop expertise in a second subject. Applicants should be graduates with a full professional qualification by the time they take up the post. Some experience of teaching in a multi-racial school would be an advantage.

Application forms and further particulars may be obtained from and returned to the Headmaster, Mr. J. Bowden, B.A. Closing date 15th March 1985. (40830) 131028

By Subject Classification

Art and Design

Heads of Department

WILTSHIRE

CRANBORNE CHASE SCHOOL LIMITED
Wardour Castle Tisbury, Salisbury, Wiltshire SP3 6RH

Tel: Tisbury (0747) 870464

HEAD OF DEPARTMENT

ART

Girls boarding school with 140 pupils in the age range of 11 - 18 years

HEAD OF ART

Required for September 1985. Experienced and well-qualified person to be in charge of a flourishing Art Department.

Ability to teach Art and Art History to 'A' level essential. An interest in the teaching of Design would be an advantage.

Accommodation may be available.

Applicants should apply in writing to the Headmistress, Mrs. Simmons, at the above address enclosing a CV and the names, addresses and telephone numbers of two referees by 18 March. (40834) 131218

Scale 1 Posts

AVON COUNTY

HENBURY SCHOOL
Petherton Road, Hengrove, Bristol BS14 9BU
Required from 15th April 1985, an imaginative, energetic and well-qualified teacher of Ceramics to join energetic Art Department in specialist accommodation. An interest in block printing an advantage. Fixed term contract to cover maternity leave to 31st August 1985.

Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae. Avon is an equal opportunities employer. (40107) 131028

ESSEX

BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 5LY
Tel: (0245) 264451
(Roll 1307)
TEACHER OF ART. Scale 1
Ceramics specialism required September 1985 to work throughout the school extending the present Art curriculum. Full details and application forms available from the Headteacher at the school (foolscap s.a.e. please). 131034

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham, Hampshire
(Comprehensive Mixed 11 - 18)
N.O.R. 1031
Required for September 1985. Scale 1 post.

Teacher to be in charge of Graphics (O and A levels) and G.C.S.E.) and to teach General Art in the Lower School. Own studio in department of three.

Closing date 18th March 1985.

Letter of application with C.V. and two referees to the Head as soon as possible. Please fully detail qualifications and the names and addresses of referees. 131018

HAMPSHIRE

HOUNSDOWN COMPREHENSIVE SCHOOL
Joseph's Lane, Totton, Nr. Southampton
11 - 18
N.O.R. 790 approx.
ART
Art Teacher with A.T.D. or equivalent training. Plus an interest in graphics.

Application (enclosing c.v.) should be sent to the head teaching appointment.

Required September 1985 (F/T) (Scale 1) (Ref. 3/85) for details. (39051) 131028

SURREY

EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey
(Mixed Comp. 11 - 18, 900, NOR incl. 100 6th Formers)
Required from the summer term 1985, temporary cover for Mrs. (Miss) Aspinall (Scale 1) who is expecting a baby in July. Applications should be made as soon as possible. Further details from the Headteacher. Tel: 01-393 1251 (40708) 131034

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
LEA HOUSE HIGH SCHOOL
Ramsey Road, London E4
Required for September 1985
Required for September 1985 a teacher of Remedial Subjects (Scale 1) to join a team of specialist teachers working with children with learning difficulties. Candidates should be willing to develop their own methods within the framework of the school's policy for remedial education. Some knowledge of remedial needs within the secondary curriculum would be an advantage. Applicants should be willing to contribute to the teaching of one other subject and there would be opportunities to develop expertise in a second subject. Applicants should be graduates with a full professional qualification by the time they take up the post. Some experience of teaching in a multi-racial school would be an advantage.

Application forms and further particulars may be obtained from and returned to the Headmaster, Mr. J. Bowden, B.A. Closing date 15th March 1985. (40830) 131028

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER DIVISION
ST EDMUND'S R.C. SECONDARY SCHOOL
Old Charlton Road, Dover
Required for September 1985 a teacher of Art and Design. Scale 1 for 2 years, initially part-time in a purpose built area.

Preference will be given to applicants who are able to offer a variety of creative skills which might include expertise in fabric design and modelling and sculpture in a variety of media (to C.S.E. and 'O' level).

Applications to the Headmaster at the school with names and addresses of two referees giving full curriculum vitae.

THE NORTON KNATCHBULL SCHOOL
(13 - 18 Upper School, 565 pupils)
Modern Buildings, Good playing fields; Selective School with emphasis on academic courses
Required for September an Art and Design Graduate, in terms of the Burnham Report, to study to teach preferably Graphics and Textiles to Ordinary and Advanced level and Communication to Ordinary level.

Assistant with games and extra curricular activities a strong recommendation.

Please apply by letter naming two referees, to the Headmaster, Ryarsh Road, Ashford, Kent (Tel: 620645). (40408) 131288

Commercial Subjects

Heads of Department

EAST SUSSEX

ALLENDE SCHOOL
Lewes Road, Brighton BN1 8PW
Comprehensive mixed, 11 - 18. Roll: 1,950
Required from September: Head of Business Studies Department (Scale 3). The Department has a suite of two rooms and a small model office, well equipped with a variety of modern electronic equipment including some word processing. The Department plays a leading role in T.V.E.I. and Skills Training Courses.

Relocation grants available in approved cases.

Application forms (sae please) from and returnable to the Head Teacher. 131018 (29955)

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford IG2 6SB

Head: Mr R.W. Sayer, B.Sc.

Required for Autumn term 1985 (or earlier if possible) a suitably qualified and experienced teacher to be Head of the Business Studies Department in this mixed 11 - 18 comprehensive school. The successful candidate will be expected to develop new courses in this important curriculum area. An interest in computer-aided administration and word processing would be welcomed.

The post is on Scale 3 with Outer London Allowance.

Please apply by letter to the Head as soon as possible, giving full details and the names and addresses of two referees. 131018

Scale 2 Posts and above

NORTHAMPTONSHIRE

THE PRIORS SCHOOL
Queensway, Corby, Northants. NN18 9LA
Required for September 1985 a Deputy Head (Curriculum) to join a team which opened in 1981 and is developing well. Applicants should be willing to take a full part in the curriculum development of the school and have a strong commitment to the pastoral care of pupils. Applicants should be graduates with a full professional qualification by the time they take up the post. Some experience of teaching in a multi-racial school would be an advantage.

Application forms and further particulars may be obtained from and returned to the Headmaster, Mr. J. Bowden, B.A. Closing date 15th March 1985. (40830) 131028

Computer Studies

Heads of Department

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford, Essex
Required for September 1985:

HEAD OF COMPUTER EDUCATION for this 11 - 18 years mixed comprehensive school situated on the edge of the green belt.

A suitably qualified and energetic teacher is required to consolidate existing Computer Studies courses to C.S.E. and 'O' level, to extend the academic work of the department and to develop and maintain the use of computers throughout the school. In addition the post-holder will have responsibility as second in charge of the Mathematics Department. Scale 4 plus Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Further details and application forms available from the Headteacher. Please send foolscap s.a.e. with envelope clearly marked 'Application'.

An equal opportunities employer. (34393) 130018

DEVON

Please see displayed advertisement on page 69 (40160) 130018

ESSEX

DAVENANT FOUNDATION SCHOOL
Chigwell Road, Loughton, Essex IG10 3QG
Required for September 1985 (Ref. 3/85) a teacher of Computer Studies and Mathematics (preferably Computer Studies) to join a team of 3 teachers in the Mathematics Department. The successful candidate will be expected to develop Computer Studies throughout the school and to contribute to the teaching of Mathematics. Applicants should be graduates with a full professional qualification by the time they take up the post. Some experience of teaching in a multi-racial school would be an advantage.

Application forms and further particulars may be obtained from and returned to the Headmaster, Mr. J. Bowden, B.A. Closing date 15th March 1985. (40830) 131028

MANCHESTER

CITY COUNCIL
ST. ANDREW HIGH SCHOOL
Darley Avenue, Chorlton-cum-Hardy M21 7UP
11 - 18 Comprehensive High School (Co-ed) (1,000 on roll)
required for September 1985 a teacher to take charge of CRAFT, DESIGN AND TECHNOLOGY (CDT) (Scale 3).

An experienced, committed and well-qualified teacher is required to lead the important faculty within the School's specialist curriculum. This post requires imaginative leadership and a commitment to the concept of design education.

Further information and application forms available from the Headteacher to whom they should be returned by 15th March 1985. (40830) 131028

Scale 2 Posts and above

DORSET

PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole BH17 7ES
(Co-ed Comp)
Good Honours Graduate in Mathematics to teach to 'O' and 'A' level standard and to take responsibility for developing microcomputer work in the school (Scale 3).

Application forms and further details from the Headmistress. (Foolscap s.a.e. please). (40171) 132020

Scale 1 Posts

BEXLEY

LONDON BOROUGH OF BEXLEY SCHOOL
Erith Road, Belvedere, Kent DA17 6JA
Tel: Erith 41371
(Roll 1300) Building 190 in Sixth Form.
Headteacher: Mr A.D. Brown, M.Sc., F.I.D.
Applications are invited for a temporary post, Scale 1, plus Inner London Allowance, to cover maternity leave from 15th April 1985 - 31st August 1985.

Applicants should be graduates with a good honours degree and typewriting for the Summer Term 1985. A temporary appointment until end of Summer Term also considered.

Application forms and further details obtainable from and returnable to the Headmaster (please enclose foolscap s.a.e.). (40898) 131622

EALING

LONDON BOROUGH OF EDUCATION SERVICE
CARDINAL WISEMAN RC HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9RW
Required for mid-Spring to mid-Summer term 1985 a temporary teacher of Commercial subjects (full-time or part-time) (Scale 1). The vacancy has arisen as a result of maternity leave. The successful applicant will be expected to teach typewriting, word processing, office practice and commerce to R.S.A. CSE and O level and a popular department. Initially there will be a special emphasis on revision work for examinations. The school is linked to with 1038 pupils on roll and 165 in the 6th form.

London Weighting £1,036. Letters of application plus detailed CV to be sent to the Headmaster of the school, to be returned by 15th March 1985.

Applicants are very welcome to visit. Tel: 01-578 9281, Ext. 2300. (40844) 131822

Scale 1 Posts

HERTFORDSHIRE

ALDENHAM SCHOOL
TEACHER OF COMPUTING
Two main subject under Independent Schools Computer Studies Other Assistance (34396) 132022

NORTHAMPTONSHIRE

MONTSAYE SCHOOL
Granby Road, Rothwell, Kettering, Northants. NN14 6BB

(See under Mathematics - Scale 2 posts).

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
TECHNICAL AND COMMUNITY EDUCATION
ADVISORY TEACHER. Scale 3

(Computer Science Graduate) Required a two Educational Computer Centre. Previous experience of teaching computing at the standard essential and experience of teaching in these areas desirable. Initial work will focus upon the centralised teaching of 'O' and 'A' Level Computer Science, but good all round teaching skills and ability to develop adult courses necessary.

Application forms and further details are available (s.a.e. please) from the Director of Education (Personnel Services (Ref: Sterling/DHS), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date: 15th March, 1985. (40653) 132020

HERTFORDSHIRE

MARLBOROUGH SCHOOL
Watling Street, St Albans
Group 11
TEACHER OF COMPUTER STUDIES
Required as soon as possible. The School is seeking an energetic and committed teacher to continue the development of Computer Studies throughout the school. Suspected teach typewriting. Word processing facilities for this purpose and commerce to RSA. CSE and O level to a popular department. Initially there will be a special emphasis on revision work for examinations. The school is linked to with 1038 pupils on roll and 165 in the 6th form.

London Weighting £1,036. Letters of application plus detailed CV to be sent to the Headmaster of the school, to be returned by 15th March 1985.

Applicants are very welcome to visit. Tel: 01-578 9281, Ext. 2300. (40844) 131822

Scale 1 Posts

HERTFORDSHIRE

ALDENHAM SCHOOL
TEACHER OF COMPUTING
Two main subject under Independent Schools Computer Studies Other Assistance (34396) 132022

NORTHAMPTONSHIRE

MONTSAYE SCHOOL
Granby Road, Rothwell, Kettering, Northants. NN14 6BB

(See under Mathematics - Scale 2 posts).

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
TECHNICAL AND COMMUNITY EDUCATION
ADVISORY TEACHER. Scale 3

(Computer Science Graduate) Required a two Educational Computer Centre. Previous experience of teaching computing at the standard essential and experience of teaching in these areas desirable. Initial work will focus upon the centralised teaching of 'O' and 'A' Level Computer

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1038 p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
A Register for pairing potential job sharers is maintained in EO/TS4, Room 47a, County Hall, London SE1 7PB (Tel 01-633 2386)
N.JS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

HEADSHIP

LANGDON PARK
(Alfred Comprehensive)
By nun Street, (St Leonard's Road, Poplar). E14 0RZ

Applicants are invited from suitably qualified and experienced teachers for the headship of this school which will become vacant on 1 September 1985, following the retirement of the present headteacher Mr. P.L.T. Andrew. Roll 812. Burnham group 1B plus £201/276 social priority allowance.

This community orientated school has extensive accommodation on a large site. NJS.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for the return of completed forms 22 March.

DEPUTY HEADSHIPS

HAGGERSTON (SO)
Weymouth Terrace, E2
Tel: 01-739 7221
Roll: 910
Headmistress: Mrs. M. J. Metcalf
Required from Easter or asap, a well-qualified and experienced teacher as Deputy Head.

The successful candidate will contribute to all aspects of school administration and organisation and will play an important part in promoting pastoral and academic developments. Specific responsibilities will be allocated according to the strengths of the successful candidate. NJS.

WARWICK PARK (SM)
Peckham Road, SE15 5DZ
Tel: 01-703 4417
Roll: 1400
Headmaster: R. E. Prime
Required asap. Applicants are invited for the post of First Deputy (Group 12). Responsibilities will depend on strength and interests but will include curricular (SEN strategies and pupils' profiling) and pastoral (personal and social education) areas. NJS.

WAVERLEY (SG)
Homestall Road, SE22 0NR
Tel: 01-732 2276
Roll: 924
Headmistress: Mis B. P. Wise
Required from September 1985. Deputy Head (Group 11). Well qualified Deputy with experience at senior management level in schools. The major area of responsibility will be the review and development of the pastoral work of the school but the members of the senior staff team are expected to cover all aspects of administration of a two-tiered school. NJS.

SECOND MASTER/ MISTRESS

HATCHAM WOOD (SM)
Wellington Road, Brockley, SE4 2NY
Tel: 01-732 2122
Roll: 650
Headmaster: G. F. Clarke
Required now Senior Teacher/Head of Year. This is a key post within the senior management structure of the school. An able and dedicated teacher is sought. Please state subjects offered. NJS.

SENIOR TEACHERS

HATCHAM WOOD (SM)
Wellington Road, Brockley, SE4 2NY
Tel: 01-732 2122
Roll: 650
Headmaster: G. F. Clarke
Required now Senior Teacher/Head of Year. This is a key post within the senior management structure of the school. An able and dedicated teacher is sought. Please state subjects offered. NJS.

ST FRANCIS XAVIER
SIXTH FORM COLLEGE
91-101 Tooting High St., SW17 0SX
Tel: 01-767 8382
Roll: 450 (projected) 450 mixed, expected to rise to 750 by 1988.
Principal-Designate: Bryan Seaborne
Required from September, 1985. A Head of Mathematics and Computer Studies Faculty (Senior Teacher) is to be appointed to take on the challenging task of establishing a new post-sixth form College to serve the Roman Catholic community of S.W. London (i.a. Lambeth, Southwark and Wandsworth). The Faculty will provide a comprehensive range of courses in Mathematics and Computer Science. The Head of Faculty will have overall responsibility for both pastoral and academic matters in the Faculty. Application forms and further information from the Principal Designate. Closing date 11 March. NJS.

Part-time Posts

RAINE'S FOUNDATION CE (SM)
Arbour Square, E1 0PT
Tel: 01-790 1066
Roll: 812
Headmaster: D. W. E. Thomas
Required for summer term, a teacher to teach general art part-time (0.6) throughout the week (Tuesday-Thursday). Please apply to the Headmaster by telephone, enclosing c.v. and details of two referees. NJS.

SACRED HEART RC (SM)
Camberwell New Road, SE5 0RP
Tel: 01-274 6844
Roll: 670
Required asap. Part-time Teacher of Pottery, 2 days a week. Temporary post due to Reorganisation. NJS.

BUSINESS STUDIES

Head of Department

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000 Ext 310
Roll: 1581
Headteacher: Michael Marland
Required from September 1985, Head of Business Studies Scale 3: will also be required to join a well-established department offering a full range of Business Education subjects, including Office Skills, Audio, Commerce, Accounts, Economics, Business Studies to CSE, OCE and RSA standard. City & Guilds Foundation Course offered in Sixth Form. (SPA) JS.

Post of Responsibility

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 810
Headmaster: M. F. B. Rood
Required from Easter. 2nd in Charge Business Studies. The department is currently being re-equipped with up-to-date office machinery, including electronic typewriters. The department teaches a full range of appropriate subjects and makes a strong 6th form contribution. An interest in keyboarding in computing an advantage. JS.

Scale 1 Post

BLACKHEATH BLUECOAT CE (SM)
Old Dover Road, Blackheath, SE3
Tel: 01-858 8221
Roll: 890
Headmistress: Miss S. M. Houlston
Required from April or September 1985. Teacher of Business Studies to take CSE/O Office Practice in the middle school and to share in teaching of Typewriting and Office Skills in the RSA/BTEC level within sixth form consortium. Ability to teach Commerce/Economics an advantage. Positive sympathy with Christian Foundation of school essential. NJS.

CLASSICS

CROWN WOODS (SM)
Eltham Hill, Eltham SE9
Tel: 01-850 7678
Roll: 2155
Required asap. An enthusiastic classicist to share in the teaching of SCP Latin to O-level; Classical Studies to CSE and O-level; Greek to O-level; A-Level Greek, Latin and Classical Civilisation. The well established department is well resourced. JS.

COMPUTER STUDIES

EAGLESFIELD (SB)
Red Lion Lane, SE18 4LD
Tel: 01-856 7154
Roll: 1500
Headmaster: Dr. W. Chapman
Required from Easter or asap. Scale 1 Computer Studies teacher to teach the subject to CSE and 'O' level. This subject is taught within the Business Studies Faculty and facilities include a network of 12 4002 Research Machine Computers plus 4 as real alone 380Z/480Z machines. Ability to teach generally in the Business Studies area an advantage. JS.

DESIGN & TECHNOLOGY

Post of Responsibility

ST THOMAS THE APOSTLE RC (SB)
Hollydale Road, SE15
Tel: 01-639 0106
Roll: 630
Headmaster: E. Tope
Required asap. Design and Technology teacher Scale 2 for the Spring and Summer terms only, due to the Rossall Catholic Secondary Department of Science in Sydenham. Will join a department of 3 preparing students for A level, O level and CSE courses in D/T and Graphical Communication. NJS.

Scale 1 Post

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 810
Headmaster: M. F. B. Rood
Required asap. Design and Technology teacher to take successful team, working in a newly built and equipped suite of rooms. There is scope to adjust teaching responsibilities according to skills offered. The department is involved in developing new CDT and Technology courses. JS.

ST JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, SE3 9TY
Tel: 01-852 7433 (temporary on two sites)
Roll: 1,098
Headmaster: Brother Michael Davidson
Required asap until July 1985, a teacher of History. An ability to teach the full age and ability range including 'O' level and CSE will be necessary. Vacancy due to maternity leave. NJS.

HOME ECONOMICS

Post of Responsibility

DICK SHEPPARD (SM)
Tales Hill, SW2 2QA
Tel: 01-674 9421
Roll: 750
Head Teacher: Paul Farmer
Required for the second half of the Summer Term and for the Autumn Term, a teacher of Home Economics/Textile Studies and possibly Child Development. Enthusiastic teacher who will actively contribute and participate in mixed ability/mixed sex teaching. Letter of application and cv required with the names and addresses of two referees should be sent to the Acting Headmistress. NJS.

DEPTFORD GREEN (SM)
A marlborough Rise, SE14
Tel: 01-691 3236
Roll: 590
Headmistress: Mrs M. M. Hill
Required from Summer term 1985. Temporary teacher of Home Economics for the autumn term during maternity leave of the postholder. An acting allowance may be available in certain circumstances.

MALORY (SM)
Lauriedale Road, Downhase,
Bromley, BR1 5EB
Tel: 01-698 1025
Roll: 1227
Headmistress: Mrs. G. B. Parkinson
Required from April 1985 in cover maternity leave from summer term, for enthusiastic teacher of Home Economics to join a young and committed team. An interest in Child Development of health Education would be an advantage.

Part-time Post

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 1054
Headmistress: Mrs. S. Hine
Required now, Teacher of Home Economics (0.5). Teacher of Textiles (0.5) for Wed. p.m., Thurs/Fri. (all in 1985-6). Interest could be re-arranged. A commitment to the Christian ethos of the school is an advantage. NJS.

MATHEMATICS

Posts of Responsibility

LONDON NAUTICAL (SI)
61 Stanford Street, SE1 9NA
Tel: 01-928 0801
Roll: 350
Headmaster: P. I. Hobson
Required asap Teacher (Scale 2) to teach mathematics and to be responsible for computing. The school has a 4002 Link Network and a teacher is sought who can also be computer leader and promote CAL within the school. JS.

ST PAUL'S RC (SM)
Wickham Lane, SE2 0XX
Tel: 01-311 3808
Roll: 340
Headmaster: A. B. Scanlan
Required asap Mathematics teacher (Scale 1 or 2), depending upon qualifications and experience, also to share in the teaching of the subject across the full secondary age and ability range. NJS.

Scale 1 Posts

BURLINGTON DANES CE (SM)
Wood Lane, W12 0HR
Tel: 01-743 2182
Roll: 1030
Headmistress: Mrs. Rosemary Cairns
Required from April or September, 1985. Teacher of Mathematics to join lively department teaching SMP Mathematics from year 1-5. Well established 'A' level courses. NJS.

MALORY (SM)
Lauriedale Road, Downhase,
Bromley BR1 5EB
Tel: 01-698 1025
Roll: 1227
Headmistress: Mrs. G. B. Parkinson
Required asap teacher of mathematics (Scale 1) to join large and enthusiastic team. JS.

Part-time Post

CHARLES EDWARD BROOKE CE (SG)
London Road, W9 6UL
Tel: 01-733 6765
Roll: 469
Headmistress: Mrs. Ann Czerniawska
Required from 15 March or as soon after as possible part-time 0.5, 4 days a week teacher of Mathematics to O/CSE level.

MODERN LANGUAGES

Head of Department

ST FRANCIS XAVIER
SIXTH FORM COLLEGE
91-101 Tooting High Street, SW17 0SX
(Moving to Malwood Road, SW12 in September 1985)Tel: 01-767 8382
Roll: (projected) 450 mixed, rising to 750 in 1988
Principal-Designate: Bryan Seaborne
Required from September 1985 at Head of Languages, Scale 4, to be involved in the challenging task of establishing a new open-access Sixth Form College to serve the Roman Catholic community of S.W. London (i.a. Lambeth, Southwark and Wandsworth). The department is expected to offer French, German, Italian, Spanish and Latin, and the ability to teach Spanish to 'A' level would be an advantage. Applications and further information from the Principal. Closing date: 11 March, 1985. NJS.

Post of Responsibility

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000 Ext 310
Roll: 1581
Headteacher: Michael Marland
Required from September 1985. Co-Deputy Head of Languages Department Scale 3: will also be tutor. The department offers (i) languages in one of the Lower Houses; (ii) the organisation of the Language Awareness Programme in the Lower School; (iii) the organisation of one extended language course.

Applicants should offer two Languages from French, German, and Spanish, and be fully committed to the ILEA Heritage Languages Policy. (SPA) JS.

Scale 1 Posts

MALORY
Lauriedale Road, Bromley, BR1 5EB
Tel: 01-698 1025
Roll: 1,230
Headmistress: Mrs. G. B. Parkinson
Required from April 1985. A teacher of French Scale 1 to teach French across the ability range and to share in the teaching of German would be an advantage but not essential. JS.

STOKE NEWINGTON (SM)
Church Road, N16
Tel: 01-254 0548
Roll: 1330
Headmaster: Robin Chambers
Required asap Scale 1 teacher of French and Spanish Scale 1. Courses for 'O' level (and Oral Cleo) The post is a temporary one to cover a maternity leave. This is a large multi-cultural school with a strong commitment to equal opportunities.

Part-time Post

HABERDASHERS' ASKE'S
HATCHAM COLLEGE (SV)
Pepys Road, SE14 5SP
Tel: 01-639 0170
Roll: 572
Headmaster: G. V. Walker
Required asap 1 part-time teacher of German. JS.

MUSIC

Heads of Department

LA RETRAITE (HOLY RC (SG))
Atkins Road, SW12 0AB
Tel: 01-673 5644
Roll: 600
Headmistress: Sister Eileen Healy
Required from September 1985. Head of Music scale 3. This will be a permanent appointment in the new 11-16 all girls school, which will work closely with St. Francis Xavier Sixth Form College. The subject is very popular with a strong emphasis on practical teaching throughout the age and ability range years 1-5. A substantial number of girls take 'O' level or CSE. There is a strong choral tradition and the person appointed should be a practising Christian. NJS.

LADY MARGARET (SG)
Parson's Green, SW6 4UN
Tel: 01-736 7138
Roll: 400
Headmistress: Mrs Joan Olivier
Required from September 1985 or asap. Director of Music Scale 3. For a flourishing Department. Enthusiastic and committed teacher. The School has a madrigal group, junior and senior choirs, instrumental ensembles and orchestra and co-operates with parishes and the community in a Musical Society. There is no enthusiastic team of peripatetic instrumental teachers and a good proportion of the girls learn an instrument. Applications, including a c.v. and details of two referees by letter to the Headmistress. NJS.

Scale 1 Post

ISLINGTON SIXTH FORM CENTRE
Chillingworth Road, N7
Tel: 01-607 1914
Roll: 400
Director: Margaret Maden
Required from September 1985 a Scale 1 Music Teacher to assist in the further development of music education, both formal and informal. A contribution to 'A' or 'O' level music courses and to the Centre's 'Young Musicians' pre-vocational course is required as well as to the extra-curricular activities and Short courses for students who do not study music as part of their main study programme. JS.

Part-time Post

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD
Tel: 01-677 2431
Roll: 1,000
Headteacher: Richard Townsend
Required asap 0.4 Music teacher to work mainly with Years 1-3. An interest in choral work is particularly welcome. The department is developing an interesting practical curriculum and has links with the nearby Dunraven Music Centre. NJS.

PHYSICAL EDUCATION

Post of Responsibility

QUINTIN KYNASTON (SM)
Marlborough Hill, NW8 0NL
Tel: 01-722 8141
Roll: 952
Headmaster: Laurie Goodhand
Required from April 1985 or asap. P.E. Teacher Scale 2. An experienced and enthusiastic teacher to take on some responsibility for boys' P.E. and Games. The school has extensive playing facilities and all students in the first five years have compulsory P.E. and games. Male candidates are expected to be tutors and to teach Social Education to their tutor-sets. All staff have the opportunity to participate in the Community Education Centre in the evenings. JS.

Scale 1 Post

BURLINGTON DANES CE (SM)
Wood Lane, W12 0HR
Tel: 01-743 2182
Roll: 1030
Headmistress: Mrs. Rosemary Cairns
Required from April or September 1985. Scale 1 Teacher of P.E. to join enthusiastic department, offering P.E., dance and games to all pupils. NJS.

Part-time Post

BONUS PASTOR RC (SM)
Whiting Road, Bromley, Kent
Tel: 01-698 9000
Roll: 500
Required for about two months starting 18 March, 1985. Part-time teacher of girls P.E. and Games, Thursday and Friday morning only. Apply in writing to the Headmaster.

PHYSICAL EDUCATION

DEPTFORD GREEN (SM)
Amersham Vale, Sh14
Tel: 01-691 3236
Roll: 590
Headmistress: Mrs. M. M. Hill
Required from Summer term 1985, Part-time teacher of Physical Education, to teach girls all areas of physical education (compulsory qualification preferred). NJS.

RELIGIOUS EDUCATION

Heads of Department

ST FRANCIS XAVIER
SIXTH FORM COLLEGE
(Moving to Malwood Road, SW12 in September, 1985)
Tel: 01-767 8382
Roll: (projected) 450 mixed, rising to 750 by 1988
Principal-Designate: Bryan Seaborne
From September 1985. Head of Religious Studies Scale 4 to develop the Religious Studies Department in the new Sixth Form College established as a result of the Catholic reorganisation in Lambeth, Southwark and Wandsworth. The Governors seek a person with commitment and vision to make a major contribution to Catholic education in the area, not to practising Catholics. Application forms and further information from the Principal. Closing date: 11 March 1985. NJS.

ST PHILIP HOWARD RC (SM)
Hillyfield, North Street, Poplar, E14
Tel: 01 987 1823
Roll: 660
Headmistress: Miss A. C. Cooke
Required from September 1985 head of Religious Studies Dept. Scale 3. Must be Catholic. Will be responsible for the R.E. teaching throughout the school, religious assemblies and maintaining established links with parishes and the community. Application forms may be obtained from the school secretary and should be returned to the Clerk to the Governors at the school by 15 March 1985. NJS.

Posts of Responsibility

HENRY COMPTON (SB)
Kingsmead Road, Fulham Palace Road, SW6 6SN
Tel: 01-381 3606/7
Roll: 930
Headmaster: D. F. A. Chant
Required asap a second in charge of Religious Education Scale 2. Will play a major role in the running of the department and will have particular responsibility for assisting in the implementation of the new syllabus. JS.

MARIE FIDELIS CONVENT (SG)
34 Phoenix Road, NW1 1TA
Tel: 01-387 3806
Roll: 893
Headmistress: Sister Fidelis Guise
Required from September 1985. Scale 2 in charge of Religious Studies Department, Scale 2. Applicants must be committed Catholics able to teach to CSE / O level and A level.

ST FRANCIS XAVIER
SIXTH FORM COLLEGE
91-101 Tooting High St, SW17 0SX
(Moving to Malwood Road, SW12 in September 1985)
Tel: 01-767 8382
Roll: 450 (projected) mixed, rising to 750 by 1988
Principal-Designate: Bryan Seaborne
Required from September, 1985 Head of Religious Studies Faculty (Senior Teacher) to be appointed to take on the challenging task of establishing a new post-sixth form College to serve the Roman Catholic community of S.W. London (i.a. Lambeth, Southwark and Wandsworth). The Faculty will provide a comprehensive range of courses in Religious Studies. The Head of Faculty will have overall responsibility for both pastoral and academic matters in the Faculty. Application forms and further information from the Principal Designate. Closing date 11 March. NJS.

Part-time Posts

RAINE'S FOUNDATION CE (SM)
Arbour Square, E1 0PT
Tel: 01-790 1066
Roll: 812
Headmaster: D. W. E. Thomas
Required for summer term, a teacher to teach general art part-time (0.6) throughout the week (Tuesday-Thursday). Please apply to the Headmaster by telephone, enclosing c.v. and details of two referees. NJS.

SACRED HEART RC (SM)
Camberwell New Road, SE5 0RP
Tel: 01-274 6844
Roll: 670
Required asap. Part-time Teacher of Pottery, 2 days a week. Temporary post due to Reorganisation. NJS.

SCIENCE

Heads of Department

J.P.S. (SM)
175 Camden Road, NW1 9HD
Tel: 01-485 9416
Roll: 1350
Headmaster: L. Gaioff
Required from September 1985 or earlier Head of Chemistry Scale 3. Purpose built laboratories. Suitably qualified and experienced teacher with experience of O and A level teaching. NJS.

PIMLICO (SM)
Lupus Street, SW1V 3AT
Tel: 01-828 0881
Roll: 1200
Headmistress: Miss A. Clitten
Required from September 1985 or asap. Head of Science (Scale 4) — a successful teacher with experience of curriculum development, administrative skills and the ability to lead a large team of committed colleagues so that the excellent work of the department continues and improves. The Science Department is one of the largest in the school and the Head of Department must be ready to contribute fully to the discussion and development of our total curriculum. JS.

STOKE NEWINGTON (SM)
Church Road, N16
Tel: 01-254 0548
Roll: 1330
Headmaster: Robin Chambers
Required asap. Head of Science, Scale 4, to lead a large team of committed colleagues in Curriculum Development in both the Lower and Middle Schools. The school is well resourced and laboratories are being converted to cope with increasing numbers on the roll. Department has its exclusive computer rooms.

SNS is a large multi-cultural school with a strong commitment to equal opportunities. Re-advertisement. JS.

Scale 1 Posts

BATTERSEA NOTRE DAME RC (SG)
8 Battersea Park Road, SW8
Tel: 01-720 5438
Roll: 400
Headmistress: Sister Philomena Doherty
Required asap Biology teacher to now Required asap Biology teacher to now Maternity Leave until the end of the Autumn Term 1985. Will be required to offer a variety of teaching areas and have an knowledge of group work methods and techniques. For further details and arrangements to visit please contact Mrs. Ann Lewis, Teacher-in-Charge (01-720 1515). Application forms available from the Divisional Education Officer (TS), 50 Lavender Gardens, Lavender Hill, SW11 1DJ (01-228 6262).

UNATTACHED TEACHER FOR MOTHER TONGUE POLISH
Required now, qualified teacher required as unattached teacher for mother tongue teaching in the following languages:
Polish — Ealing, Hammersmith & Fulham, Kensington & Chelsea, Wandsworth, Westminster. (LA teacher to work initially in Central County (SO) and Chelsea (SM) Schools.
Applications from suitably qualified and experienced teachers, who must be practising Roman Catholics, for the post of Deputy Head (Group 4) to take responsibility for the music development in the school. Re-advertisement. JS.

COPENHAGEN (JMI)
Thistle Grove, SW10 1BT
Tel: 01-837 5597
Headteacher: Mrs. E. M. Scott
Required from Scale 2. Community Liaison and development of the Multicultural Policy.

PRIMARY SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

ASHMOUNT (JM)
Ashmount Road, Hornsey Lane,
N19 3BH
Vacant now. Roll 186. Burnham group 4 plus £201/276 social priority allowance. NJS.

Post of Responsibility

ISLINGTON SIXTH FORM CENTRE
Annette Road, N7 6EX
Tel: 01-609 8401
Roll: 400
Director: Margaret Maden
Required from September 1985 a Social Studies/Humanities teacher for a new Scale 3 post. Post arises from the further expansion of the Centre's roll and related curriculum developments in 'A' level single subjects, 'O' level integrated courses, CPVE and Access courses. Unusual opportunity for an imaginative, energetic and efficient person. Preferred subject specialism, History of Social Studies. JS.

SPECIAL NEEDS

BURLINGTON DANES CE (SM)
Wood Lane, W12 0HR
Tel: 01-743 2182
Roll: 1030
Headmistress: Mrs. Rosemary Cairns
Required from April 1985. Scale 1 Teacher of Special Educational Needs for lower school. NJS.

PASTORAL POSTS

DUNRAVEN (SM)
Leigham Court Road, SW16 2QD
Tel: 01-677 2431
Roll: 1,000
Headteacher: Richard Townsend
Required from April or September 1985 Head of Year, scale 3, to be responsible for the progress and development of a Year of 180 students. Efficient and enthusiastic leader committed to the longer term pastoral and academic development of the school. A commitment to Personal and Social Education is essential. NJS.

WALWORTH (SM)
Shorncliffe Road, SE1 5UJ
Tel: 01-703 5431
Roll: 1170
Headmaster: Brinley Morgan
Required from September 1985: Pastoral Head Scale 3. This post is the first to be introduced under a new 'Shadow Structure. The holder will be part of a pastoral team responsibles. In the first instance, for pupils in the First and Second Years, and will be able to play a full part in the initiation of new pastoral concepts and philosophy. NJS.

OTHER

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 1054
Headmistress: Mrs. S. Hine
Required from September 1985 or sooner if possible, Head of Social Studies Scale 2. This is a lively and forward-looking department with good examination work at 4th/5th year level and a valuable role to play in the Oval Church Schools' Consortium. A commitment to the Christian ethos of the school would be expected. NJS.

ISLINGTON SIXTH FORM CENTRE
Annette Road, N7 6EX
Tel: 01-609 8401
Roll: 400
Director: Margaret Maden
Required from September 1985 a Social Studies/Humanities teacher for a new Scale 3 post. Post arises from the further expansion of the Centre's roll and related curriculum developments in 'A' level single subjects, 'O' level integrated courses, CPVE and Access courses. Unusual opportunity for an imaginative, energetic and efficient person. Preferred subject specialism, History of Social Studies. JS.

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OTHER

ARCHBISHOP MICHAEL RAMSEY CE (SM)
Farmers Road, Camberwell, SE5 0UB
Tel: 01-701 4166
Roll: 1054
Headmistress: Mrs. S. Hine
Required from

SECONDARY CRAFT DESIGN & TECHNOLOGY

continued

Scale 1 Posts

BERKSHIRE

WESTWOOD SCHOOL
Honey End Lane, Reading RG30 4EX
Required September 1985 for this Group 12 Coeducational Comprehensive School formed by the merger of two schools three teachers of Craft Design and Technology (Scale 1). The successful candidate will be required to take a forward-looking and well-equipped department. Special interest in Technology, Technical Graphics an advantage.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from and returnable to the Head Teacher.
(40613) 132129

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
13 - 18 years co-educational High School of 1580 pupils
Required for April or September 1985, a teacher of CDT (Scale 1) to join a team of 6 in a forward looking department.
The department has new established courses in CDT, Modular Technology, Graphical Communication together with a recently introduced Vocational Preparation course for fourth year pupils.
The candidate should be able to contribute to one or more of these subjects and take a responsibility for a metalwork shop.
Extra will be essential as well as commitment to the general aims of CDT.
London Weighting £1,038 per annum.
Application forms from Chief Education Officer, Hedley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by 15 March 1985 (s.a.e. please). (40651) 132122

EAST SUSSEX

VARNDEAN HIGH SCHOOL
Balfour Road, Brighton BN1 6NP
Comprehensive mixed, 11 - 16. Roll: 780
Required from September: Teacher of Craft, Design & Technology (Scale 1). To join a forward-looking and well-equipped department. Special interest in Technology, Technical Graphics an advantage.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from and returnable to the Head Teacher.
(40613) 132129

ESSEX

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 8DB
Tel: 0375 671266
CDT/CRAFT, DESIGN AND TECHNOLOGY - Scale 1 (London Fringe Allowance).
Required September 1985, to teach to 16+ and 'A' Level. Department of four well-equipped work shops.
Curriculum vitae and names of referees to the Headmaster/Bursar, if so please) (34389) 132132

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of application is 15th March 1985.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS

SCALE 1 POSTS

L.327 COCKBURN HIGH SCHOOL
To be ready 5th Sept. 13-18 years
Burton Road LS11 5EL
Telephone 0532 707631
Head Teacher: Mr N. K. Robinson BSc
Required for April, Head of Department of English in main school. Joint 6th/7th Form.

N.W.206 LAWNSWOOD SCHOOL
To be ready Sept. 1986. 13-18 years
Ring Road, Nth Park LS16 5AG
Telephone 782321
Head Teacher: Mr E. Bullard
Teacher of Mathematics to join strong department teaching across age and ability ranges. Non-Specialist or 'A' level work for well qualified candidate. Interest in computing helpful.

N.W.209 Teacher of Physics to join department teaching full ability range through to 'A' level. Ability to teach second subject, possibly Chemistry or Physical Education advantageous.

N.W.410 ST MARY'S R C COMPREHENSIVE SCHOOL
To be ready 5th Sept. 11 - 16
Bradford Road, Menston, Ilkley LS29 6AE
Telephone: Ilkley 72551
Head Teacher: Mr T. A. Dalton BA
Required for September, Physics graduate to teach to 'A' and 'O' levels; strong interest in Computer Studies also desirable. Head of Science, responsible to Deputy Head (Curriculum).

Application forms and further details from Chief Education Officer, Education Department, Municipal Buildings, Leeds LS1 3AD (quoting reference letter and name of post).

ENFIELD

LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hazelbury Road, London N9 9TN
Voluntary Aided Grammar School. Founded 1624. (Roll 1320)
Required for September 1985, teacher of CRAFT DESIGN and TECHNOLOGY. Scale 1
Post (1). The teacher appointed would be asked to contribute to broad based courses in Technology throughout the school. Examination courses in 'Modular Technology are well established.
Post (2). The teacher appointed should have expertise in a variety of textile crafts. He/she should also have the ability to teach 'problem solving' methods.
The design faculty is housed in a modern purpose built block and has excellent facilities. The school is a member of the Local TVEI Consortium.
Further details and application form from the Headmaster (as please). (40173) 132122

SOMERSET COUNTY COUNCIL

THE BLUE SCHOOL
Wells
(11 - 18 mixed comprehensive 1386)
For September 1985, a teacher of Craft, Design and Technology. Scale 1. An enthusiastic and well qualified teacher to join a departmental team. Established (A' level) Design and (O' and 'A' level) Design Courses.
An interest in Graphic Design would be advantageous.
Application forms and details from the Head Teacher (as please). (34880) 132126

HAMPSHIRE

COVE SCHOOL
St. John's Road, Cove, Farnborough, Hampshire (Comprehensive Mixed 11 - 16)
N.O.R. 1002
Scale 1 post
Teacher of Craft, Design and Technology. Responsibility for a workshop and interest in Technology.
Required for September 1985.
Closing date 15th March 1985.
Letter of application nominating two referees to the Head Teacher with s.a.e. for details. (39284) 132132

NORTHAMPTONSHIRE

RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants. NN9 6ND
Required for September 1985, two teachers of Craft, Design and Technology to join the Design Faculty of this 11 - 18 comprehensive community school.
Application forms and further particulars from the headteacher at the school to be returned as soon as possible. A stamped addressed foolscap envelope to be returned to him by 18th March, 1985. (40709) 132129

WALSALL

METROPOLITAN BOROUGH COUNCIL
CRAFT, DESIGN & TECHNOLOGY TEACHER
Scale 1
Required for September 1985 to lead an 'A' level problem solving Design Course offered by the Dobble interest through a multi-media approach.
Apply by letter to the Headmaster, Pelsall Oak Comprehensive School, Norton Road, Walsall Wood, Walsall, giving names and addresses of referees.
Closing Date: 15.3.1985.
Walsall is an Equal Opportunity Employer. (40760) 132122

Economics & Business Studies

Heads of Department

HARROW
See entry for Harrow Education Committee under Other Posts in Form and Tertiary. (40786) 132118

Scale 1 Posts

BUCKINGHAMSHIRE

MILTON KEYNES AREA
An Equal Opportunity Employer
CLAYCROFT SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes
Required from September 1985, a well qualified teacher of Business Studies. This is a TVEI co-educational comprehensive school of 1680 pupils.
The successful applicant would join a large, well resourced, successful and expanding department; which offers Economics at 'A' level. Computing is also available (Secretarial Skills, Information Processing).
Assistance with removal expenses and rented housing may be available in appropriate cases and there is a wide range of housing to buy in the area.
Application forms and further particulars available from the Headteacher D. Gilbert, M.A., to whom completed forms should be returned by 20th March, 1985.
Applications should be accompanied by a stamped addressed envelope for acknowledgement.

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunities employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HD
Tel: 01-979 3399
(An 11 - 16 mixed comprehensive, with an approximate roll of 950)
CRAFT, DESIGN AND TECHNOLOGY (Scale 1 plus Outer London Allowance)
Established post
Required for the Summer Term or as soon thereafter as possible, a teacher of Craft, Design and Technology. The post is within a forward-thinking department, expanding to meet the needs of a growing school.
The successful candidate can expect to teach as part of a specialist team across the ability age and ability range, involvement in the school's TVEI project is likely.
Forms and further details available from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by Friday 15th March 1985. (40637) 132122

SHROPSHIRE

EDUCATION COMMITTEE

BRIDGNORTH ENDOWED SCHOOL
Bridgnorth, Shropshire WV16 4ER
11 - 18 mixed comprehensive
Required from 22nd April for one term, Full-time teacher of C.D.T. Scale 1. Ability to assist with control technology and lower school. Computer appreciation an advantage.
Forms and details from the Head (SAE). Closing date: 13 March 1985. (40780) 132128

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
ONCEHOUSE SCHOOL
Dilston Close, Washington NE38 8LN
(Group 11)
Required for April, 1985, or as soon as possible thereafter:
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 1) capable of teaching Design and Graphics to 'A' level. Technology up to and including 'O' level. Ability to teach Craft, Design and Technology desirable. Post includes responsibility for the Faculty of this 11 - 18 comprehensive community school.
Application forms available from the headteacher at the school to be returned as soon as possible together with a stamped addressed foolscap envelope to be returned to him by 18th March, 1985. (40709) 132129

Further details and application form from the Headmaster (as please). (40173) 132122

SOMERSET COUNTY COUNCIL

THE BLUE SCHOOL
Wells
(11 - 18 mixed comprehensive 1386)
For September 1985, a teacher of Craft, Design and Technology. Scale 1. An enthusiastic and well qualified teacher to join a departmental team. Established (A' level) Design and (O' and 'A' level) Design Courses.
An interest in Graphic Design would be advantageous.
Application forms and details from the Head Teacher (as please). (34880) 132126

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
13 - 18 years co-educational High School of 1580 pupils
Required for April or September 1985, a teacher of CDT (Scale 1) to join a team of 6 in a forward looking department.
The department has new established courses in CDT, Modular Technology, Graphical Communication together with a recently introduced Vocational Preparation course for fourth year pupils.
The candidate should be able to contribute to one or more of these subjects and take a responsibility for a metalwork shop.
Extra will be essential as well as commitment to the general aims of CDT.
London Weighting £1,038 per annum.
Application forms from Chief Education Officer, Hedley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned by 15 March 1985 (s.a.e. please). (40651) 132122

ENFIELD

LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Hazelbury Road, London N9 9TN
Voluntary Aided Grammar School. Founded 1624. (Roll 1320)
Required for September 1985, teacher of CRAFT DESIGN and TECHNOLOGY. Scale 1
Post (1). The teacher appointed would be asked to contribute to broad based courses in Technology throughout the school. Examination courses in 'Modular Technology are well established.
Post (2). The teacher appointed should have expertise in a variety of textile crafts. He/she should also have the ability to teach 'problem solving' methods.
The design faculty is housed in a modern purpose built block and has excellent facilities. The school is a member of the Local TVEI Consortium.
Further details and application form from the Headmaster (as please). (40173) 132122

SOMERSET COUNTY COUNCIL

THE BLUE SCHOOL
Wells
(11 - 18 mixed comprehensive 1386)
For September 1985, a teacher of Craft, Design and Technology. Scale 1. An enthusiastic and well qualified teacher to join a departmental team. Established (A' level) Design and (O' and 'A' level) Design Courses.
An interest in Graphic Design would be advantageous.
Application forms and details from the Head Teacher (as please). (34880) 132126

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
10 form entry co-ed comprehensive
DEPARTMENT OF BUSINESS STUDIES
Well qualified enthusiastic teacher full-time or part-time required as soon as possible to join in a lively and expanding department in this ten form entry comprehensive. Ability to teach shorthand and typing to RSA Stage II is essential and a knowledge of Commerce/Business Studies would be desirable. The successful candidate would be interested in becoming very involved in teaching all aspects of a new One Year Business Studies course to the 6th form.
London Weighting £1,038 per annum.
Application forms further particulars available on receipt of sae from the Headteacher. Completed application forms to be returned as soon as possible. (40503) 132418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE ARCHBISHOP'S C.E. SECONDARY SCHOOL
Canterbury
Required for September, 1985 an experienced teacher to be Head of the Music Department and Library (Scale 3).
Further details together with an application form may be obtained from the Headmaster at the school in St. Stephen's Hill, Canterbury. Closing date, Friday, 8th March, 1985. (40405) 132418

ST. HELENS

METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
RAINHILL HIGH SCHOOL
Portico Lane, Prescot, Merseyside
(11 - 18 years mixed Comprehensive; 1,511 on roll, 155 in sixth form)
ECONOMICS AND/OR COMMERCE (Scale 1)
To teach to C.S.E., 'O' and 'A' Level.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible.
An Equal Opportunity Employer. (34183) 132228

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
BRAUNSTON COMMUNITY COLLEGE
Strasbourg Drive, Braunstone, Leicester
Recently opened 11 - 18 mixed comprehensive (800 on roll) rising to 1200.
HEAD OF FACULTY OF COMMUNICATIONS. (SCALE 4)
Required from August 1985, Head of Faculty of Communications. Scale 4 post. Responsible for the promotion of the previously separate Deputy Headship. Commitment to Modern Languages, English, Drama and Modern Studies to 'A' level and beyond. Interest in years 9 - 10 developments in Records of Achievement. Ability to contribute to more traditional English courses. Application must be totally committed to the comprehensive principle.
Further details and application forms can be obtained from the Headteacher, Mr. J. Wilson, to whom completed application forms should be returned by 18th March, 1985.
An application form can be obtained from the Corresponden

Scale 1 Posts

BERKSHIRE

WESTWOOD SCHOOL
Honey End Lane, Reading RG30 4EX
Required September 1985 for this Group 12 Coeducational Comprehensive School formed by the merger of two schools three teachers of Craft Design and Technology (Scale 1). The successful candidate will be required to take a forward-looking and well-equipped department. Special interest in Technology, Technical Graphics an advantage.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from and returnable to the Head Teacher.
(40613) 132129

ESSEX

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 8DB
Tel: 0375 671266
CRAFT, DESIGN AND TECHNOLOGY - Scale 1 (London Fringe Allowance).
Required September 1985, to teach to 16+ and 'A' Level. Department of four well-equipped work shops.
Curriculum vitae and names of referees to the Headmaster/Bursar, if so please) (34389) 132132

ENGLISH

Heads of Department

BUCKINGHAMSHIRE

AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury, Bucks HP21 7QP
Headteacher: Miss M.S. Lambert, B.Sc.
Required from September 1985, HEAD OF ENGLISH DEPARTMENT in this Grammar School for Girls. An experienced graduate teacher of English is sought, with a strong specialist team of teachers responsible for preparing pupils for 'A' level and 'O' level candidates each year. Proven ability to teach to the sixth form entry standard essential.
Assistance with removal expenses is given in approved cases.
Application forms further particulars available on receipt of sae from the Headteacher. Completed application forms to be returned as soon as possible.
(40503) 132418

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE ARCHBISHOP'S C.E. SECONDARY SCHOOL
Canterbury
Required for September, 1985 an experienced teacher to be Head of the Music Department and Library (Scale 3).
Further details together with an application form may be obtained from the Headmaster at the school in St. Stephen's Hill, Canterbury. Closing date, Friday, 8th March, 1985. (40405) 132418

Scale 2 Posts and above

ESSEX

HEDINGHAM SCHOOL
Yeldham Road, Sible Hedingham, Halstead CO9 3QH
Tel: 0787 60470
(Roll 1150)
ENGLISH/LIBRARY. Scale 3
Required September, 1985, graduate as Librarian. Excellent qualifications in English comprehensive.
Forms and application forms from school; return 14 days (foolscap s.a.e. please). (40680) 132490

NORTHUMBERLAND

TEACHERS OF ENGLISH
Required from September 1985. Generous responsibility allowance plus Scale 3 posts. Posts are Second in Department.
FIRST COUNTY HIGH Lichfield Close, Ashington NE63 8RA
Group 11. Co-educational. 13 - 18 High 1020 pupils inc. 110 in 6th Form
Scale 3 post
Applications, invited from well qualified and suitably experienced graduates. Post carries considerable responsibility in management of forward looking dept.
ALNWICK DUCHESS'S COUNTY HIGH Bowling Green, Alnwick NE66 1QH
Group 11. 13 - 18 Comprehensive High. 780 pupils inc. 145 in 6th Form
Scale 3 post
To teach throughout age and ability range. Post includes curriculum and organisation responsibilities the successful candidate will be required to work with the Head of dept.
Application forms, returnable 15.3.1985, and further details and job description from the Headteacher of the appropriate school.

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MONKSEATON HIGH SCHOOL
Alnwick Avenue, North Shields, Tyne and Wear NE29 7BU
(Roll 840)
Required for 1st September 1985.
Scale 4 HEAD of ENGLISH to lead a well established and successful department. Commitment required to a broad view of curriculum and the implications.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.
(34375) 132418

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Three Cocks, Brecon
Tel: (Glasbury 440)
(11 - 18 Rural Comprehensive. N.O.R. 600
Required for September, 1985. HEAD OF ENGLISH (Scale 3). Well qualified and experienced teacher to lead and organise a well established Department and to teach throughout the School to 'A' level. (Ref: 532).
Application forms and further particulars available from the Headmaster, to whom completed forms should be returned by 20th March, 1985. (39203) 132418

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
GUY KING'S C.E. (A) VC COMPREHENSIVE SCHOOL
Old Fallings Lane, Low Hill, Wolverhampton WV10 8SL
Headteacher: C.J. Cooper, B.Ed.(Hons.)
HEAD OF ENGLISH DEPT.
SCALE 4
A suitably qualified and experienced teacher is required from September 1985 for this 11 - 18 mixed school with 880 pupils currently developing an comprehensive lines from two reorganised grammar schools which opened in September 1978.
The successful candidate will be expected to accept the Christian foundation and tradition form of contract.
Forms of application and further particulars can be obtained from the Correspondent Governor via the school (SAE Please). Completed forms should be returned within two weeks of the date of this advertisement to the Chairman of the Governors, Mr. J. Marklew, 18 Ribbesford Avenue, Bobley Wolverhampton WV10 6DU.
Wolverhampton Education Council welcomes applications from all sections of the community regardless of an individual's sex, ethnic origin or colour and from people with disabilities who have the necessary attributes to do the job.
(34186) 132418

Scale 2 Posts and above

ESSEX

HEDINGHAM SCHOOL
Yeldham Road, Sible Hedingham, Halstead CO9 3QH
Tel: 0787 60470
(Roll 1150)
ENGLISH/LIBRARY. Scale 3
Required September, 1985, graduate as Librarian. Excellent qualifications in English comprehensive.
Forms and application forms from school; return 14 days (foolscap s.a.e. please). (40680) 132490

NORTHUMBERLAND

TEACHERS OF ENGLISH
Required from September 1985. Generous responsibility allowance plus Scale 3 posts. Posts are Second in Department.
FIRST COUNTY HIGH Lichfield Close, Ashington NE63 8RA
Group 11. Co-educational. 13 - 18 High 1020 pupils inc. 110 in 6th Form
Scale 3 post
Applications, invited from well qualified and suitably experienced graduates. Post carries considerable responsibility in management of forward looking dept.
ALNWICK DUCHESS'S COUNTY HIGH Bowling Green, Alnwick NE66 1QH
Group 11. 13 - 18 Comprehensive High. 780 pupils inc. 145 in 6th Form
Scale 3 post
To teach throughout age and ability range. Post includes curriculum and organisation responsibilities the successful candidate will be required to work with the Head of dept.
Application forms, returnable 15.3.1985, and further details and job description from the Headteacher of the appropriate school.

SECONDARY ENGLISH

continued

NORFOLK

DOWNHAM MARKET HIGH SCHOOL
Bexwell Road, Downham Market PE38 9LL
Roll: 1360 mixed (Group 11) 11 - 18 years
Scale 1 English
Required September 1985 to teach throughout the School to 'A' Level.
Apply by letter, giving names of two referees and c.v. to the Headmaster from whom further particulars (s.a.e. please) are obtainable.
Closing date 15th March 1985.

WAYLAND HIGH SCHOOL
Merton Road, Watton, Thetford IP25 6BA
Mixed 11 - 16
Comprehensive N.O.R. 850
Scale 1 English
Required for September 1985 to teach across all age and ability range.
Application forms obtainable, on receipt of a.e.e. from the Headteacher. (40870) 132492

NORTHAMPTONSHIRE

MONTAGU SCHOOL
Weekley Glebe Road, Kettering, Northamptonshire. NN16 9NS
TEMPORARY POST - ENGLISH
Required for April 1985, a teacher of English. This is a temporary appointment due to maternity leave.
Scale of appointment is dependent upon the successful applicant's experience and qualifications.
Application forms and further details are available from the Headteacher (sae please) to whom they should be returned within two weeks of the date of this advertisement.
(40176) 132492

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX GRAMMAR SCHOOL
Chingford Road, London E17.
Required for September, 1985:
ENGLISH TEACHER SCALE 1 plus London Allowance
Candidates should be able to teach English throughout the comprehensive range. Drama, if possible.
ENGLISH TEACHER SCALE 3 plus London Allowance
Candidates should be able to teach English throughout the comprehensive range. Drama, if possible.
Head Teacher at the school will be pleased to receive applications from suitably qualified candidates who will be required to work with the Head of Department.
Application forms from the Head Teacher at the school to be returned as soon as possible.
An equal opportunity employer. (39070) 132492

MIDDLESEX

THE JOHN LYON SCHOOL
Harrow Weald, Middlesex HA3 6HG
HMC day school for boys aged 11 - 18 years
Required for September 1985, graduate teacher of English to teach throughout the school. Scale 3 post. Responsibility for the Lower School. Ability to teach Drama and Theatre Studies to 'A' level desirable.
Application forms and further particulars from the Headmaster, to whom they should be returned by 15th March 1985.
(40700) 132492

ROME

ITALY
Well qualified English Teacher required for September 1985.
Sea Overseas Appointments for details. (29125) 132424

SURREY

EDUCATION COMMITTEE
ST. ANDREWS RC (AIDED) SCHOOL
Ashtead
(12 - 18 Mixed Comprehensive)
N.O.R. 590 Inc. 100 in Sixth Form
Scale 1 English teacher required initially for Summer Term 1985. Applications for September, 1985 will also be considered. Preference will be given to candidates able also to offer drama.
Application forms and further details from Head-teacher. Tel: Ashtead 77881 (40250) 132492

Geography

Heads of Department

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Three Cocks, Brecon
Tel: Glasbury 440
(11 - 18 Rural Comprehensive. N.O.R. 600
Required for September, 1985. HEAD OF GEOGRAPHY (Scale 3). Well qualified and enthusiastic teacher to lead a well-established Department and to teach throughout the school to 'A' level. Interest in field work and statistical methods desirable. (Ref: 533).
Application forms and further particulars available from the Headmaster to whom completed forms should be returned by 20th March, 1985. (39203) 132418

Scale 1 Posts

ESSEX

NEWPORT FREE GRAMMAR SCHOOL
Newport, Saffron Walden CB11 3TR
Tel: (Bishop's Stortford 40356) (Roll 712)
TEACHER OF GEOGRAPHY/GEOLOGY. Scale 1
Required September 1985, able to teach both subjects to 'A' Level. Essential ability to contribute fully to fieldwork and also to develop full potential of C.A.C.
Application form and further details from the Headmaster at the school (foolscap s.a.e. please). (40201) 132492

HARROW

EDUCATION COMMITTEE
PARK HIGH
Thistlecroft Gardens, Stanmore HA7 4QG
Tel: 01-952 1877
GEOGRAPHY - Scale 1 - Part-time (0.7)
Required by the 7/8 F.E. Co-educational Comprehensive and Sixth School (11 - 18 years) attached to a pleasant residential area. The post is on a temporary basis for the Summer Term only. The time table will include some C.S.E. and G.C.E. 'O' level groups and will be for 3½ days per week.
Application forms and details to be returned to Headmaster by 15th March. Please enclose a stamped addressed envelope. (40418) 132626

HAVERING

LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 59238
(11 - 18 Boys - Sixth Form 180)
Voluntary Aided R.C. 11 - 18 School
Headteacher: J.F. Rowbottom, B.Sc., Ph.D., C.Dip.
Required for September 1985 a well qualified and enthusiastic teacher of Geography to join a successful department. Scale 1 for CSE, O and A' level. The ability to teach Economics will be an advantage as will the ability to help with games and/or extra curricular activities. Applications from newly qualified teachers will be welcomed.
Letters of application giving full curriculum vitae and the name of two referees should be sent direct to the Headmaster. (34257) 132628

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
WESTBOROUGH HIGH SCHOOL
Scotchill Street, Dewsbury WF13 3JE
Tel: (Dewsbury 462356)
Required for the Summer Term 1985 only a temporary teacher of GEOGRAPHY (SCALE 1 ENGLISH ABILITY) to cover maternity leave. This is a multicultural 11 - 18 comprehensive school with 1,040 pupils on roll.
Applications for the above post would be welcomed from candidates who would be willing to teach Geography to 'A' level. Application forms from the Head Teacher at the school to be returned as soon as possible.
An equal opportunity employer. (39070) 132492

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queensway, Higham Ferrers, Wellingborough, Northants. NN9 8LF
Required for September 1985 for this 11 - 18 co-educational school of 975 pupils which opened in 1980, an enthusiastic teacher of Geography - Scale 1.
The person appointed will be expected to teach Geography throughout the upper school and be part of the team teaching integrated humanities in years 3 and 4.
This post offers an excellent opportunity for a young teacher who is interested in contributing himself/herself to the developing area of the curriculum.
Further details and application forms may be obtained from the Headteacher to whom completed forms should be returned by 14th March 1985. SAE please. (40165) 132622

OXFORDSHIRE

COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Cuddesdon, Oxford OX9 7QN
Comprehensive 11 - 16 1160 on roll
Required for Summer Term only, due to secondment, a teacher of Geography (Scale 1) to teach across the full ability range.
Apply to the Headteacher outlining age, qualifications, experience and giving the names of two educational referees. Further details available, S.A.E. please. (34347) 132622

OXFORDSHIRE

COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(12 - 18 Comprehensive, 850 boys and girls. 180 in the Sixth Form)
Required for the Summer Term only (but permanent post a possibility), a temporary Geography teacher, for the full range of pupils. Scale 3 available for suitably experienced person.
Apply to Headteacher by letter including c.v. and names of two referees as soon as possible. SAE please. (40828) 132622

History

Scale 1 Posts

GUILDFORD

GUILDFORD HIGH SCHOOL
Cathedral Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ
Temporary teacher required for September.
Please see independent section for details. (40808) 132622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
THE NORTH ASH SCHOOL
Linton, Maidstone, Kent ME17 4AT
Teacher of Home Economics required for September 1985 for this High School in the Hames-side scheme. Roll 1370.
Applications on the Head Teacher's Tel (08622) 743416 (40416) 132622

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough, Northants. NN9 8LF
11 - 18 Co-educational school of 975 pupils within Comprehensive system.
Required for Summer Term 1985, a temporary teacher of Geography who is able to teach some mathematics. Person is sought who is able to teach Geography throughout the school to integrated Humanities in Years 3 and 4 and ability to teach History to 'A' level essential. Excellent facilities available in this developing school (built 1977).
Further details from (s.a.e. please), and letters of application (giving full curriculum vitae and names of referees) to the Headteacher by 18th March 1985. Please give full c.v. and names of referees.
Avon is an equal opportunity employer. (34880) 133218

Scale 1 Posts

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18. Roll: 1,180
Required from September: Teacher of Home Economics and Child Development (Scale 1). Ability to teach Textiles to years 1 - 3 and/or an interest in Textile Technology would be an advantage.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.
(40808) 133022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ARCHBISHOP HOLGATE'S (AIDED) SECONDARY SCHOOL
Canterbury
Required for September, 1985 an experienced teacher to join a team teaching 11 - 16 years. Basic Geography Scale 1. Specialist Geography Scale 2 to be considered for the Head of Department post. Applications should be obtained from the Headteacher, Mr. J. Wilson, to whom completed forms should be returned by 18th March, 1985. (40418) 132622

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queensway, Higham Ferrers, Wellingborough, Northants. NN9 8LF
Required for September 1985 for this 11 - 18 co-educational school of 975 pupils which opened in 1980, an enthusiastic teacher of Geography - Scale 1.
The person appointed will be expected to teach Geography throughout the upper school and be part of the team teaching integrated humanities in years 3 and 4.
This post offers an excellent opportunity for a young teacher who is interested in contributing himself/herself to this developing area of the curriculum.
Further details and application forms may be obtained from the Headteacher to whom completed forms should be returned by 14th March 1985. SAE please. (40165) 132622

OXFORDSHIRE

COUNTY COUNCIL
WHEATLEY PARK SCHOOL
Cuddesdon, Oxford OX9 7QN
Comprehensive 11 - 16 1160 on roll
Required for Summer Term only, due to secondment, a teacher of Geography (Scale 1) to teach across the full ability range.
Apply to the Headteacher outlining age, qualifications, experience and giving the names of two educational referees. Further details available, S.A.E. please. (34347) 132622

OXFORDSHIRE

COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(12 - 18 Comprehensive, 850 boys and girls. 180 in the Sixth Form)
Required for the Summer Term only (but permanent post a possibility), a temporary Geography teacher, for the full range of pupils. Scale 3 available for suitably experienced person.
Apply to Headteacher by letter including c.v. and names of two referees as soon as possible. SAE please. (40828) 132622

Home Economics

Heads of Department

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE HERNE BAY HIGH (AIDED) SECONDARY SCHOOL
Canterbury
Required for September, 1985 an experienced teacher to join a team teaching 11 - 16 years. Basic Geography Scale 1. Specialist Geography Scale 2 to be considered for the Head of Department post. Applications should be obtained from the Headteacher, Mr. J. Wilson, to whom completed forms should be returned by 18th March, 1985. (40418) 132622

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queensway, Higham Ferrers, Wellingborough, Northants. NN9 8LF
Required for September 1985, a teacher of Home Economics and Child Development (Scale 1). Ability to teach Textiles to years 1 - 3 and/or an interest in Textile Technology would be an advantage.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.
(40808) 133022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
THE NORTH ASH SCHOOL
Linton, Maidstone, Kent ME17 4AT
Teacher of Home Economics required for this High School in the Hames-side scheme. Roll 1370.
Applications on the Head Teacher's Tel (08622) 743416 (40416) 133022

NORTHAMPTONSHIRE

THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Wellingborough, Northants. NN9 8LF
11 - 18 Co-educational school of 975 pupils within Comprehensive system.
Required for Summer Term 1985, a temporary teacher of Home Economics and Child Development (Scale 1) to teach across the full ability range. Person is sought who is able to teach some mathematics and giving the names of two educational referees. Further details available from the Headmistress, (s.a.e. please) (34347) 132622

LONDON

CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kensington, London W14 8JL
Tel: 01-603 3478)
The Governors of this Voluntary Aided Catholic School for Boys, roll 584, 130 in the Sixth Form (Girls admitted only to the sixth form) are invited for September 1985:
A well-qualified graduate to share in the teaching of **HISTORY & ECONOMICS** (Scale 1). History to be taught throughout the school up to 'A' level; Economics is taught in the Sixth Form at both Ordinary and Advanced level.
This is an opportunity to join the staff of a very popular and successful school which, founded in 1918 as a Public School, changed from Grammar to Comprehensive in 1977 and continues to recruit pupils from many parts of the Westminster Diocese.
Candidates are asked to write/telephone for application forms and to note that visits are welcomed. The closing date is 8th March. (34211) 132628

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunities employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HD
Tel: 01-979 3399!
(An 11 - 16 mixed comprehensive, with an approximate roll of 950)
HOME ECONOMICS AND TEXTILES Scale 1 (or Outer London Allowance)
Established post
Required for September 1985, a teacher of Home Economics and Textiles. Should join a well-established and growing department. Opportunity exists for specialisation in Home Economics and Child Development, which is a major feature of the school's TVEI courses.
A particular interest in Textiles and a willingness to join in a developing area of the curriculum is essential.
Forms and further details available from the Director of Education, London Road, Twickenham TW1 3QB, to be returned by 15th March 1985. Applications should be accompanied by a stamped addressed envelope. (40709) 132129

Mathematics

Heads of Department

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham, Berks. RG11 3DF
Comprehensive N.O.R. 1600, 140 Plus Sixth Form
Required for September, 1985, HEAD OF MATHEMATICS. Scale 4. The Governors are seeking to appoint a well qualified graduate who has a first class record of achievement as a teacher and who has proven management and leadership skills.
Further details available on receipt of a telephone call to Wokingham (0734) 780095.
Apply in writing to The Principal, Easthampstead Park School, Wokingham, with full c.v. and the names of two referees.
Closing date 18th March. An Equal Opportunity Employer. (34359) 133418

Humanities

Heads of Department

AVON COUNTY

BRISHRAM GREEN SCHOOL
Broad Lane, Yate, Bristol BS17 5LS
Required from 1st September

SECONDARY MATHEMATICS
continued

DORSET

PARKSTONE GRAMMAR SCHOOL
Sopers Lane, Poole BH17
1985
(700 Girls on roll. 250 in Birth Form)
Required September 1985.
An experienced, Good Honours Graduate to lead a large, high quality Mathematics Department. (Scale 4).
Over 50% of girls study 'A' level Mathematics in the Sixth Form and the person appointed would be expected to teach 'O', 'A' and scholarship level.
Application forms and further details from the Headmistress on receipt of s.a.e. (28315) 133418

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
WALTHAM HIGH SCHOOL
Bransholme Avenue, Hull
Head: Mrs. S.R. Watson, B.A.
Required for September 1985 a **HEAD OF MATHEMATICS** (Scale 4) in this 11 - 18 mixed comprehensive school. The successful candidate will be required to lead a team of staff teaching the whole range of age and ability and to play a leading role in the review and development of mathematics policy in the school. Experience of computer education would be an advantage.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40112) 133418

WILTSHIRE

SARUM WESTWOOD ST. THOMAS SCHOOL
Westwood Road, Salisbury
Tel: Salisbury 23431/ 93459
13 - 18 Mixed Comprehensive Upper School
Headteacher: Mrs. Joan Jefferson, B.A.
Roll: 1005
Required September 1985
SCALE 4 HEAD OF MATHEMATICS FACULTY
Well qualified graduate required to lead and develop a faculty offering well established courses to 'A' level and C.S.E. The person appointed must be capable of teaching at 'A' level and be committed to leading the teaching of Mathematical Studies for the less able. Experience of Computer Science, Computer Studies and Microelectronics would be an advantage.
Further details (s.a.e.), letter of application and C.V. and names of two referees to the Headteacher. Closing date 15th March 1985. 133418

CAMBRIDGESHIRE

(Equal Opportunity Employer)

CURRICULUM DEVELOPMENT TEACHERS

SECONDARY MATHEMATICS (3 Posts)

Scale 3, from September 1985 for three years.

Applications are invited for three posts as curriculum development teachers in secondary Mathematics, to work with the County's Advisory and inspection team for mathematics as a three - year project funded by education support grants. The work will cover a wide range of curriculum guidance initiatives, and each member of the team will be invited to take lead in specific aspects of the work.

Write for application forms and details to the Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AF (large s.a.e. please). Closing date, 18th March 1985. (40903) 133420

ESSEX

THE BRAMSTON SCHOOL
Bellhouse Lane, Witham CM8 1EF
Tel: 0376 513811
(Roll 1300 : 11 - 18 Mixed Comprehensive)
MATHEMATICS, Scale 2
Required for September 1985, graduate teacher specially qualified to lead lively department in C.S.E. and 'O' level work.
Application forms and details from the Headteacher (foolscap s.a.e.). (40204) 133420

HARROW

See entry for Harrow Education Committee under Sixth Form and Tertiary. 133420

Equal Opportunity Employer. (34860) 133492

BERKSHIRE

WESTWOOD SCHOOL
Honey End Lane, Reading RG3 4EL
Required September 1985, for 11+ Group 1½ Co-educational Comprehensive School forming the merger of two schools - two teachers of Mathematics (Scale 1). Possibility of one post at Scale 2 for suitable applicant.
Would include sharing in the work of the department in the CSE and 'O' Level. A Level work could be available to suitable candidate. There is a well-established sixth form tradition in Mathematics and excellent 'A' and 'O' level results have been obtained in the school.
Please send letter of application, curriculum vitae and names of two referees to the Headteacher. Closing date 15th March 1985. An Equal Opportunity Employer. (40083) 133422

BERKSHIRE

DENEFIELD SCHOOL
Long Lane, Tilehurst, Reading, Berks.
NOR: 920, 11 - 18, mixed Comprehensive
Required September 1985 or soonest thereafter, Mathematics teacher, Scale 1 to 3, who is committed and successful and personable for the teaching of courses up to 'A' level. The department also organises a number of extra-curricular activities.
Application form and further details from the Headteacher at the school, enclosing a stamped, addressed envelope. Closing date 15th March 1985. An Equal Opportunity Employer. (40717) 133422

BEXLEY

LONDON BOROUGH OF BEXLEY SCHOOL
Erith Road, Belvedere, Kent DA17 6JA
Tel: Erith 41371
Head Teacher: Mr. A.D. Browne, M.Ed., B.D.
Roll: 1300 including 190 in Sixth Form
Required from 11th March 1985 a full-time teacher of Mathematics to cover maternity leave.
Application forms and further details from the Headmaster (please enclose foolscap s.a.e.). 133428

BUCKINGHAMSHIRE

An equal opportunity employer
SLOUGH/FIELD/CHILTERN AREA
BEECONSFIELD SECONDARY SCHOOL
Aylesbury End, Beaconsfield
Required for the Summer Term only, a temporary, full time assistant teacher of Mathematics, Scale 1. An interest in Computers would be advantageous.
Applications to the Headteacher as soon as possible please. (041581) 133428

CUMBRIA

COUNTY COUNCIL
CALDEW SCHOOL
Dalston, Carlisle CA5 7NN
Limited comprehensive 11 - 16 mixed, 1085 on roll
Required for September 1985 a Assistant Teacher of Mathematics, Scale 1/2, to teach across the whole age and ability range. There is a strong preference for applicants who can also contribute to the teaching of Physical Mathematics.
Application forms and further details are available from the Headteacher by 15th March 1985. (40782) 133428

ROME

ITALY
Well qualified Mathematics teacher required for September 1985.
Apply: Box 1000

THE TIMES EDUCATIONAL SUPPLEMENT 1.3.85

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
WHITLEY BAY HIGH SCHOOL
Dene Holm, Whitley Bay, Tyne and Wear NE25 8AS
(13 - 18)
Required for 1st September, 1985.
Scale 3 SECOND in MATHEMATICS DEPARTMENT to this Co-educational Comprehensive High School with 300 in the sixth form.
Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal opportunity opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. 133420
(34576)

Scale 1 Posts

BERKSHIRE

WESTGATE SCHOOL
Clewer Hill Road, Slough SL3 5AH
NOR: 500 Secondary
Required as soon as possible a full time Teacher of Mathematics Scale 1 to join a department teaching to City and Guilds, C.S.E. and 'O' level. The Maths Department also plays a major part in the Mathematics Bus in all years. The opportunity to take part in this TVEI scheme and has two full-time equipped computer rooms-bus in all years. The opportunity to take part in this TVEI scheme and has two full-time equipped computer rooms.
Relocation grants available in exceptional cases.
Application forms (sae please) from and returnable to the Head Teacher. (40991) 133422

EAST SUSSEX

PALMER SCHOOL
Lewes Road, Brighton BN1 9PW
Comprehensive mixed, 11 - 18. Roll: 1,950
Required from September: Teacher of Maths and Computer Studies (Scale 1). The person is taking part in the TVEI scheme and has two full-time equipped computer rooms.
Relocation grants available in exceptional cases.
Application forms (sae please) from and returnable to the Head Teacher. 133422

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18. Roll: 1,180
Required from September: Teacher of Modern Languages (Scale 1). Applicants should indicate the subjects they are able to offer in addition to French. An interest in Information Technology would be an advantage.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. 133422

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18. Roll: 1,180
Required from September (1) Teacher of Mathematics (Scale 1). (2) Teacher of Mathematics/Physics (Scale 1).
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (40993) 133422

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18. Roll: 1,180
Required from September: Teacher of Mathematics (Scale 1). Applicants should indicate the subjects they are able to offer in addition to Mathematics and excellent 'A' and 'O' level results have been obtained in the school.
Please send letter of application, curriculum vitae and names of two referees to the Headteacher. Closing date 15th March 1985. An Equal Opportunity Employer. (40993) 133422

EAST SUSSEX

STANLEY DEASON HIGH SCHOOL
Wilson Avenue, Brighton BN2 5PB
Comprehensive mixed, 11 - 16. Roll: 900
Required from September or earlier if possible: Teacher of Mathematics (Scale 1 to teach through full age and ability range.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (39881) 133422

EAST SUSSEX

PALMER SCHOOL
Lewes Road, Brighton BN1 9PW
Comprehensive mixed, 11 - 18. Roll: 1,950
Required from September: Teacher of Maths and Computer Studies (Scale 1). The person is taking part in the TVEI scheme and has two full-time equipped computer rooms-bus in all years. The opportunity to take part in this TVEI scheme and has two full-time equipped computer rooms.
Relocation grants available in exceptional cases.
Application forms (sae please) from and returnable to the Head Teacher. (40991) 133422

EAST SUSSEX

BLATCHINGTON MILL SCHOOL
Holmes Avenue, Hove BN3 7LF
Comprehensive mixed, 11 - 18. Roll: 1,180
Required from September: Teacher of Modern Languages (Scale 1). Applicants should indicate the subjects they are able to offer in addition to French. An interest in Information Technology would be an advantage.
Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher. (40993) 133422

EAST SUSSEX

COMMUNITY COLLEGE
Wilmington Road, Eastbourne BN21 4JX
Tel: Eastbourne 31011
Required for September 1985 a teacher of Mathematics (Scale 1) to teach across the full ability range to additional level and O.A.E. level. The school is a mixed comprehensive with some 880 pupils (12 - 16).
Outer London Allowance Payable.
Application forms and further details and application form from the Headteacher on receipt of a foolscap S.A.E. (40483) 133422

HARROW

See entry for Harrow Education Committee under Sixth Form and Tertiary. (40751) 133422

HAVERING

LONDON BOROUGH OF HAVERING
THE CHAPELS' COMPANY AND COGAN SCHOOL
St. Mary's Lane, Upminster, Essex
Voluntary Aided, 5 F.E., Mixed, 800 plus in Sixth Form
Enthusiastic and well-qualified Mathematics teacher required to join the large Department for the Summer Term. Must be able to teach all ages from Year 1 up to and including Year 11 and Mathematics to Year 6.
Please apply in writing to the Headmaster with full curriculum vitae and names of two referees.
London Allowance - £678. (29016) 133422

HEREFORD AND WORCESTER COUNTY COUNCIL

HAGLEY H.C. HIGH SCHOOL
Brake Lane, Hagley, Stourbridge, West Midlands
Tel: 883193
Required from September a good honours graduate to teach Mathematics and Computer Studies Scale 1. The successful proportion of 'A' level Further Mathematics work will be expected. The present holder of the post (who is moving into Higher Education) teaches Computer Studies with the 4th Years and Lower 6th. Excellent courses are being developed. The post offers opportunity to influence the development of Computer work within the Mathematics Department. Reasonable consideration will be given to practical timetabling.
Further details and application form from the Headmaster on receipt of a foolscap S.A.E. 133422

HERTFORDSHIRE

THE HERTS AND ESSEX HIGH SCHOOL
See advertisement on Page To. (39244) 133422

HERTFORDSHIRE

THE MERRIAN SCHOOL
Garden Walk, Royston, Herts. SG8 7JP
Tel: Royston 42336
Co-educational
Comprehensive 13/18. Roll: 800
Wanted for September 1985, a teacher of MATHEMATICS, Scale 1, to teach across the full range of ability and to 'O' and 'A' Level. Experience of Computer Studies would be an advantage.
Meridian is the Upper School of a 3 tier system serving Royston and the surrounding villages. Royston is a small town in the north of Cambridge and within easy reach of London.
Apply by letter (no forms) to the Headteacher giving full details, names & addresses of two referees who know you as a student teacher. Please enclose s.a.e. (40658) 133422

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Required for September 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
KELVIN MARVELL HIGH SCHOOL
Bentam Road, Hull
Head: B. Alsop, B.Sc.
Required for the Summer Term 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
WALTHAM HIGH SCHOOL
Bransholme Avenue, Hull
Head: Mrs. S.R. Watson, B.A.
Required for September 1985 a well-qualified and enthusiastic Scale 1 teacher of Mathematics to join an all graduate department which is based around a well-established course in Mathematics in its fourth year. A large number of students are entered for 'O' and 'A' level Mathematics and there is a wide range of subjects offered at sixth form level. The department has a number of computers available in Mathematics lessons and encouraged.
The post offers an opportunity for a suitably qualified candidate to teach at all levels within the secondary school, including 'A' level.
Letters of application (no forms) to the Headmaster giving full details, names & address of two referees who know you as a student teacher. Please enclose s.a.e. (40658) 133422

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Required for September 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Required for September 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

HULL

HYMERS COLLEGE
Requires a Teacher of Mathematics.
Please see under Independent Schools, Other Appointments. (40138) 133429

HUMBERSIDE

COUNTY COUNCIL EDUCATION DEPARTMENT
Kingston upon Hull Division
KELVIN MARVELL HIGH SCHOOL
Bentam Road, Hull
Head: B. Alsop, B.Sc.
Required for the Summer Term 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
SWALE DIVISION
ISLAND COMPREHENSIVE SCHOOL
Sittingbourne, Kent
Roll: 1,200 on roll, rising to 1,600
Required September 1985 to lead Mathematics/Computing department, suitable for ambitious young graduate with well-organised approach within well-organised team. This is 11 - 16 selective mixed 6th form. Mathematics to 'O' and 'A' level options and Studies as leisure options to 'O' and 'A' level. Varied examination work.
Letter of application with curriculum vitae and names of two referees to Headteacher (from whom further details may be obtained). (40411) 133428

KNOWSLEY

BROOKFIELD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1500 Boys and Girls aged 11 - 16. SPA payable)
Required for 1st September 1985.
FRENCH (Scale 1) teacher required to join a successful department teaching to 'A', 'O' and CSE levels. At junior levels, French is taught to all children. Substantial Germany would be an advantage.
Further information is available from the Headmaster.
Application forms from Chief Education Officer, Municipal Buildings, Kirkby, Merseyside L32 7XF (Kirkby 548 000 ext. 256) to be returned by 15th March 1985. (40641) 133428

HERTFORDSHIRE

ST. MERRIAN SCHOOL
Garden Walk, Royston, Herts. SG8 7JP
Tel: Royston 42336
Co-educational
Comprehensive 13/18. Roll: 800
Wanted for September 1985, a teacher of MATHEMATICS, Scale 1, to teach across the full range of ability and to 'O' and 'A' Level. Experience of Computer Studies would be an advantage.
Meridian is the Upper School of a 3 tier system serving Royston and the surrounding villages. Royston is a small town in the north of Cambridge and within easy reach of London.
Apply by letter (no forms) to the Headteacher giving full details, names & address of two referees who know you as a student teacher. Please enclose s.a.e. (40658) 133422

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Required for September 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

HEREFORD AND WORCESTER COUNTY COUNCIL

HAGLEY H.C. HIGH SCHOOL
Brake Lane, Hagley, Stourbridge, West Midlands
Tel: 883193
Required from September a good honours graduate to teach Mathematics and Computer Studies Scale 1. The successful proportion of 'A' level Further Mathematics work will be expected. The present holder of the post (who is moving into Higher Education) teaches Computer Studies with the 4th Years and Lower 6th. Excellent courses are being developed. The post offers opportunity to influence the development of Computer work within the Mathematics Department. Reasonable consideration will be given to practical timetabling.
Further details and application form from the Headteacher on receipt of a foolscap S.A.E. (40483) 133422

HERTFORDSHIRE

THE MERRIAN SCHOOL
Garden Walk, Royston, Herts. SG8 7JP
Tel: Royston 42336
Co-educational
Comprehensive 13/18. Roll: 800
Wanted for September 1985, a teacher of MATHEMATICS, Scale 1, to teach across the full range of ability and to 'O' and 'A' Level. Experience of Computer Studies would be an advantage.
Meridian is the Upper School of a 3 tier system serving Royston and the surrounding villages. Royston is a small town in the north of Cambridge and within easy reach of London.
Apply by letter (no forms) to the Headteacher giving full details, names & address of two referees who know you as a student teacher. Please enclose s.a.e. (40658) 133422

HOUNSLOW

THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4411
Required for September 1985 a temporary teacher of MATHEMATICS (Scale 1) in this mixed comprehensive school with 1000 pupils aged 13 - 18 years.
Application forms available from the Head (s.a.e. please) should be returned by 15th March, 1985. (40114) 133428

ISLE OF MAN

BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
Ramsey, Isle of Man
(Comprehensive Co-Ed, 760 on roll)
Required for September, 1985, a teacher of Mathematics, Scale 1, to work throughout the School.
Application forms and further details from the Headmaster. Tel: 0624 812809, to whom completed forms should be returned by 18th March 1985 (40171) 133428

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
ILFORD COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Ilford
Barkingside, Ilford, Essex
Tel: 01-550 2581
Head: J.A. Evans, B.A.
Required for September 1985: a well qualified graduate teacher of Mathematics to 'O' and 'A' level (selective boys' grammar school).
Salary: Scale 1 plus Outer London Allowance.
Please apply by letter to the Headmaster, stating name of two referees. Closing date 15th March 1985. 133428

KNOWSLEY

BROOKFIELD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1500 Boys and Girls aged 11 - 16. SPA payable)
Required for 1st September 1985.
MATHEMATICS (Scale 1) teacher required to join a department teaching to 'A', 'O' and CSE levels. An interest in applying Mathematics to Science and Technology would be an advantage. Further information is available from the Headmaster.
Application forms from Chief Education Officer, Municipal Buildings, Kirkby, Merseyside L32 7XF (Kirkby 548 000 ext. 256) to be returned by 15th March 1985. (40641) 133428

ST. HELENS

METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
RAINHILL HIGH SCHOOL
Portico Lane, Prescot, Merseyside
(11 - 18 years mixed Comprehensive - 1,000 on roll - 166 in sixth form)
MATHS (SCALE 1)
Application forms are available from the Head Teacher to whom they should be returned as soon as possible.
Applications should be made by letter with full curriculum vitae and names of two professional referees. (40619) 133428

SUFFOLK

DEBEN HIGH SCHOOL
Carr Road, Felixstowe IP11 7RF
Mixed Comprehensive
Roll: 968
Required September 1985 an **ASSISTANT TEACHER OF MATHEMATICS** able to teach all ages and abilities to level. The Mathematics Department is being re-sourced to begin the S.M.P. 11 - 16 scheme in September. At SCALE 1 this post offers a new entrant an exciting beginning to his/her career in a forward looking Department. Alternatively a SCALE 2 post could be available for someone able to assist the Head of Department in administering the new scheme.
Further details and forms from the Head or the School on receipt of s.a.e.
Closing Date: 15th March. (40481) 133422

SURREY

EDUCATION COMMITTEE
HORLEY COMPREHENSIVE SCHOOL
Balcombe Road, Horley
NOR 1850
(12 - 18 mixed)
Scale 1/2a Mathematics Teacher required to start September 1985 to teach across the whole ability range.
SAE to Headmaster for details & application form. 133428

Modern Languages

Heads of Department

AVON COUNTY

FAIRFIELDS GRAMMAR SCHOOL
Fairlawn Road, Montpelier, Bristol BS6 5PW
From 1st September 1985, Head of Modern Languages (Scale 3). Applications welcomed from well-qualified and experienced teachers of French and German, preferably with French to 'A' level or GCE. Successful applicant will take charge of a lively and enthusiastic department which will be housed in new accommodation from Summer Term.
Further details from (sae please), and letters of application to the Headteacher by 15th March 1985. Please give full details, and names of two referees.
Avon is an equal opportunities employer. (40103) 133618

BERKSHIRE

GARTH HILL SCHOOL
Sandy Lane, Bracknell, Berks. RG12 4YX
Comprehensive NOR 1103
Required for September 1985 **HEAD OF MODERN LANGUAGES** (Scale 3) to lead a committed and developing department where expansion and achievement are high. Courses in French, German and Russian, are offered to CSE and 'O' level. The successful applicant will be required to plan for the move to the new school and this form based on a graded test approach where currently the languages offered are German, Spanish and Italian.
Assistance with removal expenses and rented housing may be available in approved cases and there is wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mrs. Mole (s.a.e. on receipt of a foolscap stamped addressed envelope. (40603) 133622

NORTH YORKSHIRE

COUNTY COUNCIL
ASCHAM-DEF HOLGATE'S SCHOOL
Hull Road, York YO1 5HA
(Due to close mid 1986 - 16 Co-educational Comprehensive Sixth Form)
Required for September 1985 to commence as soon as possible:
(1) A well-qualified Modern Linguist to be Second in Department and have teaching responsibility for FRENCH (Scale 1). Scale 2 post is available.
(2) Modern Linguist whose main responsibility will be GERMAN with some FRENCH. Scale 1.
Application forms and further details available (s.a.e.) from the Headmaster at the school. (40610) 133620

SOMERSET

CHILTON TRINITY SCHOOL
Bridgwater
(11 - 16 mixed comprehensive, 837)
For September 1985, Head of Languages, scale 3, to be responsible for the Department, and to teach French and German.
Closing date 8 March 1985. (40801) 133680

Scale 1 Posts

EAST SUSSEX

HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive, 17 - 18. Roll: 1,470
Required: from April; Temporary Teacher of Modern Languages (Scale 1) for one term only.
Application forms (sae please), and returnable to the Head Teacher. (40847) 133622

BERKSHIRE

NEWLANDS SCHOOL
Farm Road, Maidenhead.
Tel: 0628 23151
Girls' Comprehensive N.O.R. 1050
A well qualified honours graduate is required in September, 1985, to be SECOND IN MODERN LANGUAGES DEPARTMENT (Scale 3). The successful candidate should be able to teach French to A.L. and German to O.L.
Application by letter with full c.v., and names and addresses of two referees, to the Headmistress (SAE).
Closing Date: 22.3.1985.
An Equal Opportunity Employer. (34362) 133620

ESSEX

LONDON (ESSEX)
CHIGWELL SCHOOL
Graduate required September 1985 to teach French (see IN-DEPENDENT SCHOOLS). (40845) 133620

NORTH YORKSHIRE

COUNTY COUNCIL
ASCHAM-DEF HOLGATE'S SCHOOL
Hull Road, York YO1 5HA
(Due to close mid 1986 - 16 Co-educational Comprehensive Sixth Form)
Required for September 1985 to commence as soon as possible:
(1) A well-qualified Modern Linguist to be Second in Department and have teaching responsibility for FRENCH (Scale 1). Scale 2 post is available.
(2) Modern Linguist whose main responsibility will be GERMAN with some FRENCH. Scale 1.
Application forms and further particulars of the two posts are available from the Head Teacher at the above address. Please enclose foolscap s.a.e. (40610) 133620

NORTHAMPTONSHIRE

SOUTHFIELD SCHOOL FOR GIRLS
Lewis Road, Kettering, Northants. NN15 6HE
Southfield School for Girls, Kettering (810 girls aged 11 - 18) requires for September 1985 a well qualified teacher of Mathematics (Scale 1) able to share courses to CSE and GCE 'O' level and to participate in Town-wide curriculum development as part of a new County pilot scheme. The School work may be available for a suitably qualified applicant.
Further information and forms of application, to be returned within two weeks of this advertisement, from the Headmistress. (SAE please) 133428

NORTHAMPTONSHIRE

ROTHWELL MONTSAYE SCHOOL
Greening Road, Rothwell, Kettering, Northants.
Tel: 0536 710321
Rothwell Montsaye is an 11 - 18 comprehensive (1336 on roll) 108 in the Sixth Form) serving a rural catchment area
Required for September 1985 a well-qualified and enthusiastic Scale 1 Teacher of Mathematics with Computer Studies. The proportions of subject teaching is negotiable and A level work will be available for the successful candidate. The school enjoys excellent facilities for both Mathematics and Computing. A Scale 2 post may be available for an experienced candidate.
Further details and application forms are available from the Headmaster (SAE please) at the school. (40418) 133428

NORTHUMBERLAND

BEDLINGTON ST BENET BISCOPE R.C. HIGH
Ridge Terr., Bedlington NE22 6BD
From September 1985 Teacher of Maths Scale 1. Interest in computing advantageous.
Relocation expenses/lodging allowance may be payable.
Application forms, returnable by 18th March 1985 to Headteacher. (34583) 133428

HERTFORDSHIRE

ST. JOAN OF ARC RC SCHOOL
Fishpool Street, Rickmansworth
Required September, an experienced and enthusiastic graduate teacher to be Head of Languages (Scale 3 plus London Allowance Payable £2681). The department is involved in the growth of rooms and offers French, German and ESL. The successful candidate will be expected to teach French to A Level.
Further details from the Headteacher (Rickmansworth 773881). (29017) 133618

KIRKLEES

METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
HUDDERSFIELD R C HIGH SCHOOL
Oxford Road, Dewsbury, West Yorks. WF13 4LL
(Ref 810)
11 - 18 Comprehensive School with 1070 pupils on roll including 170 in Sixth.
Required for September 1985 or sooner if possible, an experienced and proven teacher to take responsibility for the administration and co-ordination of all Mathematics courses from 11 - 18 with a team of four full-time and two part-time teachers. Preference will be given to candidates who can support the aims and objectives of a Comprehensive School. French is taught throughout the school and candidates are entered for CSE, 'O' and 'A' level examinations.
Applications should be made by letter to the Headmaster giving full curriculum vitae and names of two professional referees to whom they should be returned as soon as possible. Interviews will be held on 19th March 1985. 133618

Scale 2 Posts and above

BERKSHIRE

NEWLANDS SCHOOL
Farm Road, Maidenhead.
Tel: 0628 23151
Girls' Comprehensive N.O.R. 1050
A well qualified honours graduate is required in September, 1985, to be SECOND IN MODERN LANGUAGES DEPARTMENT (Scale 3). The successful candidate should be able to teach French to A.L. and German to O.L.
Application by letter with full c.v., and names and addresses of two referees, to the Headmistress (SAE).
Closing Date: 22.3.1985.
An Equal Opportunity Employer. (34362) 133620

ESSEX

LONDON (ESSEX)
CHIGWELL SCHOOL
Graduate required September 1985 to teach French (see IN-DEPENDENT SCHOOLS). (40845) 133620

NORTH YORKSHIRE

COUNTY COUNCIL
ASCHAM-DEF HOLGATE'S SCHOOL
Hull Road, York YO1 5HA
(Due to close mid 1986 - 16 Co-educational Comprehensive Sixth Form)
Required for September 1985 to commence as soon as possible:
(1) A well-qualified Modern Linguist to be Second in Department and have teaching responsibility for FRENCH (Scale 1). Scale 2 post is available.
(2) Modern Linguist whose main responsibility will be GERMAN with some FRENCH. Scale 1.
Application forms and further particulars of the two posts are available from the Head Teacher at the above address. Please enclose foolscap s.a.e. (40610) 133620

SOMERSET

CHILTON TRINITY SCHOOL
Bridgwater
(11 - 16 mixed comprehensive, 837)
For September 1985, Head of Languages, scale 3, to be responsible for the Department, and to teach French and German.
Closing date 8 March 1985. (40801) 133680

Scale 1 Posts

EAST SUSSEX

HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive, 17 - 18. Roll: 1,470
Required: from April; Temporary Teacher of Modern Languages (Scale 1) for one term only.
Application forms (sae please), and returnable to the Head Teacher. (40847) 133622

BUCKINGHAMSHIRE

MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required for September 1985, a teacher of modern languages. Scale 1/2.
Preference will be given to graduates who can offer more than two languages, one of them up to 'A' level. All pupils take Modern Languages courses up to the age of 16. For some, both French and German 'O' level, for many either French or German 'O' level or CSE, and for others a multi-languages course in the 4th and 5th form based on a graded test approach where currently the languages offered are German, Spanish and Italian.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mrs. Mole (s.a.e. on receipt of a foolscap stamped addressed envelope. (40603) 133622

CAMBRIDGESHIRE

(Equal Opportunity Employer)

Huntington Area

ST. IVO SCHOOL
High Leys, St. Ives, Huntingdon PE17 4AA
1640 on roll - 11 - 18 age range
Required for September 1985 a temporary teacher of FRENCH (Scale 1) for one year. Some German would be ideal but post for new entrant.
Application forms and further details from the Headteacher (s.a.e.) from the Headmaster at the school. (40810) 133622

SOMERSET

CHILTON TRINITY SCHOOL
Bridgwater
(11 - 16 mixed comprehensive, 837)
For September 1985, Head of Languages, scale 3, to be responsible for the Department, and to teach French and German.
Closing date 8 March 1985. (40801) 133680

Scale 1 Posts

EAST SUSSEX

FALMER SCHOOL
Lewes Road, Brighton BN1 9PW
Comprehensive mixed, 11 - 18. Roll: 1,950
Required from September: Teacher of Modern Languages (Scale 1). Courses are run to 'A' in French and German. An ability to teach both languages to 'O' level would be an advantage.
Application forms (sae please) from and returnable to the Head Teacher. (39959) 133622

ESSEX

ST. CLERE'S
COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope (Roll 9281)
TEACHER OF FRENCH, required for September 1985 to join a lively, successful and well-equipped Modern Languages Department. Ability to offer Spanish or German an advantage, but not essential.
A full curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (40203) 133622

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY GRAMMAR SCHOOL
Queensgate, Beverley HU17 8NG
(Boys' voluntary aided comprehensive for 1,600)
GERMAN - SCALE 1
Required September, 1985, graduate teacher to teach German to 'A' and 'S' level and if possible French to 'O' level.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 11th March 1985. (40716) 133622

KNOWSLEY

BROOKFIELD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1500 Boys and Girls aged 11 - 16. SPA payable)
Required for 1st September 1985.
FRENCH (Scale 1) teacher required to join a successful department teaching to 'A', 'O' and CSE levels. At junior levels, French is taught to all children. Substantial Germany would be an advantage.
Further information is available from the Headmaster.
Application forms from Chief Education Officer, Municipal Buildings, Kirkby, Merseyside L32 7XF (Kirkby 548 000 ext. 256) to be returned by 15th March 1985. (40641) 133622

LONDON

CARDINAL VAUGHAN MEMORIAL SCHOOL
Addison Road, Kensington, London W14 8BH
(Tel: 01-603 8478)
The Governors of this Voluntary Aided Catholic School for Boys (Roll 564 inc 130 in Sixth Form, (Girls admitted only in the Sixth Form) require:
1. For September 1985:
1. A well-qualified graduate to teach French and to teach the subject throughout the age and ability range. The successful candidate will also be required to take a Fifth Year SPANISH set for one year only.
This is an opportunity to join the staff of a very popular and successful school which, following its status as Public School, changed from Grammar to Comprehensive in 1977 and continues to recruit pupils from many parts of the Westminster Diocese. Candidates are asked to write/telephone for application forms and to note that vacancies will arise. The closing date is 8th March. (34269) 133622

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Middle Engine Avenue, Longbenton, Newcastle upon Tyne NE12 8JH
Required for 22nd April 1985 for Summer Term only as a replacement for a teacher on secondment.
Scale 2 **EXPERIENCED TEACHER** of **FRENCH** and **GERMAN** required for the school to C.S.E. and 'O' level. A teacher only keen to offer French would be considered.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicant regardless of disability, sex, race or marital status. (34217) 133622

KNOWSLEY

BROOKFIELD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 8XF
(1500 Boys and Girls aged 11 - 16. SPA payable)
Required for 1st September 1985.
MATHEMATICS (Scale 1) teacher required to join a department teaching to 'A', 'O' and CSE levels. An interest in applying Mathematics to Science and Technology would be an advantage. Further information is available from the Headmaster.
Application forms from Chief Education Officer, Municipal Buildings, Kirkby, Merseyside L32 7XF (Kirkby 548 000 ext. 256) to be returned by 15th March 1985. (40641) 133622

ESSEX

ST. CLERE'S
COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope (Roll 9281)
TEACHER OF FRENCH, required for September 1985 to join a lively, successful and well-equipped Modern Languages Department. Ability to offer Spanish or German an advantage, but not essential.
A full curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (40203) 133622

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY GRAMMAR SCHOOL
Queensgate, Beverley HU17 8NG
(Boys' voluntary aided comprehensive for 1,600)
**GERMAN - SCALE

SECONDARY MODERN LANAGUAGES

continued

NORTH YORKSHIRE

COUNTY COUNCIL
ARCHBISHOP HOLGATE'S SCHOOL
York
Required for September 1985, qualified teacher of MODERN LANGUAGES. Scale 1. Applicants should be able to teach both FRENCH and FRENCH to 'O' and CSE level also be interested in both Mastercraft courses and other visits abroad which will be organised by the Department.
Application forms and further details available (s.a.e. please) from the Headmaster at the school. (40155) 133622

NORTH YORKSHIRE

COUNTY COUNCIL
QUEEN ANNE SCHOOL
York
Required for September 1985, teacher (Scale 1) of GERMAN with FRENCH to teach mainly German in a Modern Languages department of four teachers. French will be the first language and German the second in this 5 form entry 11 - 18 mixed comprehensive school to be created from the existing Queen Anne Girls' Grammar School from September 1985.
An active interest in some other area of the curriculum or extra-curricular activities would be welcome.
Application forms and further details (s.a.e. please) available from the Head Designate, Mr. J. Pershan, Ashfield Secondary Modern School, Elm Park Lane, York YO3 0UD. (40153) 133628

NORTH YORKSHIRE

COUNTY COUNCIL
MALTHORPE SCHOOL
York
Required for September 1985, two Scale 1 teachers of LANGUAGES. - Milthorpe will be one of 7 new 11 - 18 comprehensive schools opening in York in September 1985. There will be a 5 form comprehensive intake at 11+ and the number on roll will be just under 1000.
The first language will be French. Many pupils in years 11-13 take German as their second language and this will be offered, with Latin as an alternative, from second years. It is important that candidates for both posts have strong German as it is studied for 'O' level; good spoken German and willingness to accompany parties abroad will be welcomed. Although German will occupy most of the teaching time the ability to teach French and possibly Latin would be an advantage.
Application forms and further details (s.a.e. please) available from the Head Designate, Miss D. Cook, Mount Grammar School, Mill Mount Lane, York YO2 2BS. (40154) 133626

NORTH YORKSHIRE

COUNTY COUNCIL
SECONDARY MODERN SCHOOL
Educational comprehensive from September 1985
Required September 1985, qualified teacher of MODERN LANGUAGES, Scale 1. Applicants should be able to teach both FRENCH and FRENCH to 'O' and CSE level also be interested in both Mastercraft courses and other visits abroad which will be organised by the Department.
Application forms and further details available (s.a.e. please) from the Headmaster at the school.
(40156) 133622

SEFTON

METROPOLITAN BOROUGH
EDUCATION COMMITTEE
TEACHING POST
MAGHULL HIGH SCHOOL
Ormonde Drive, Meshull, Liverpool L31 7AJ
TEMPORARY TEACHER OF FRENCH
Required for summer term to teach FRENCH up to lower-school) GERMAN.
Application forms and further details are available, on receipt of a stamped addressed envelope from the Headteacher of the School to whom completed forms must be returned by 8th March 1985. (39058) 133622

SOMERSET

FROME COLLEGE
FROME

(13-18 mixed comprehensive, and F.E. College combined, but on separate sites 1476)

For September 1985:-

i. Head of History, scale 3. To be responsible for the subject throughout the College, in both secondary and further education sectors. The successful candidate will have the opportunity to lead an experienced and enthusiastic team of specialist teachers. The department is also responsible for teaching politics, sociology and citizenship.
Closing date 18 March 1985.

ii. Teacher of Mathematics, scale 2, with special responsibility for courses for less able children, but with opportunity to teach across the whole range of age and ability available for suitable candidate. Modern mathematics taught throughout the school. Ability to teach Computer Studies may be an advantage.
Closing date 18 March 1985.

iii. Temporary teacher of Boys' Physical Education, scale 1, for the 1985/86 academic year. The College has outstanding sports facilities including a Sports Centre and Swimming Pool on site. An interest in Association Football and Cricket; or Athletics will be an advantage.
Closing date 11 March 1985.

Applications by letter in the first instance to the Principal at the College. Endorsing envelope with post title, and giving full details and names of two referees. SAE (foolscap) for application form.
(6177)

NORTH YORKSHIRE

COUNTY COUNCIL
SECONDARY MODERN SCHOOL
Educational comprehensive from September 1985
Required September 1985, qualified teacher of MODERN LANGUAGES. Scale 1. Applicants should be able to teach both FRENCH and FRENCH to 'O' and CSE level also be interested in both Mastercraft courses and other visits abroad which will be organised by the Department.
Application forms and further details available (s.a.e. please) from the Headmaster at the school.
(40155) 133622

NORTH YORKSHIRE

COUNTY COUNCIL
QUEEN ANNE SCHOOL
York
Required for September 1985, teacher (Scale 1) of GERMAN with FRENCH to teach mainly German in a Modern Languages department of four teachers. French will be the first language and German the second in this 5 form entry 11 - 18 mixed comprehensive school to be created from the existing Queen Anne Girls' Grammar School from September 1985.
An active interest in some other area of the curriculum or extra-curricular activities would be welcome.
Application forms and further details (s.a.e. please) available from the Head Designate, Mr. J. Pershan, Ashfield Secondary Modern School, Elm Park Lane, York YO3 0UD. (40153) 133628

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Wingfield Road,
Trowbridge, Wiltshire

1300 pupils 11 - 18 mixed comprehensive school (160 in Sixth Form)

Headmaster: K.D. Barry, B.Sc., F.R.I.C.

TEACHER OF SPANISH
WITH FRENCH (scale 1)

Required for September 1985, an enthusiastic and suitably qualified teacher of SPANISH with French. Both languages are taught throughout by all pupils, and offered at 'O' level, science and arts level examination standards. The successful candidate will join a lively, forward-looking faculty, and be expected to teach across the full 11 - 18 age and ability range, and to examination level.

Application form and further details from the Headmaster. Closing date: Friday 15th March 1985. Please send s.a.e., stamped and addressed envelope. (40226) 133628

Music

Heads of Department

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
10 form entry co-educational)
Required (or April or September 1985, Head of Music, Scale 3. This is a well established and thriving unit and there is a lively extra curricular tradition of music in the school.
London Weighting £1,038 per annum.
Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU. (SAE please). Tel: 01-579 5244. Closing date 15th March 1985. (40843) 133618

HAMPSHIRE

PRIMARY SCHOOL
Newtown Road, Southsea, Hants, PO2 0DT (Scale 3)
(13 - 18 Comprehensive)
Required from September 1985 HEAD OF EXPRESSIVE ARTS (Music and Drama) SCALE 3.
An application form and further details from the Headteacher (S.A.E. please). Closing date 13th March 1985. (34366) 133618

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Wingfield Road,
Trowbridge, Wiltshire

1300 pupils 11 - 18 mixed comprehensive school (160 in Sixth Form)

Headmaster: K.D. Barry, B.Sc., F.R.I.C.

TEACHER OF SPANISH
WITH FRENCH (scale 1)

Required for September 1985, an enthusiastic and suitably qualified teacher of SPANISH with French. Both languages are taught throughout by all pupils, and offered at 'O' level, science and arts level examination standards. The successful candidate will join a lively, forward-looking faculty, and be expected to teach across the full 11 - 18 age and ability range, and to examination level.

Application form and further details from the Headmaster. Closing date: Friday 15th March 1985. Please send s.a.e., stamped and addressed envelope. (40226) 133628

BRENT

LONDON BOROUGH OF
EDUCATION COMMITTEE
INSTRUMENTAL MUSIC SERVICE
Required from September 1985 or sooner if available for the following posts:-
INSTRUMENTAL ORGANISER (Senior Teacher Scale)
A fully qualified teacher is required for this post who must not only have substantial music teaching experience in schools and/or in instrumental work but is also a good musician, administrator and organiser and who related well to people of all ages.
This post has become vacant due to the present holder having been appointed as Music Adviser to another Authority.
HEAD OF WOODWIND TEACHING (Scale 4)
A fully qualified and experienced teacher is required for this post, preferably a double-reed player, offering either Oboe or Flute as the main instrument. Applicants should have had not only wide experience as a performer but also as a teacher of groups and individuals. The successful candidate will be a resident housemaster to take charge of a boarding team of 24 pupils and be responsible for the overall organisation of woodwind teaching and its development in school.
Application forms and further details are available from the Director of Education, Education Department, Chesterfield House, P.O. Box No. 57, Park Lane, Wembley, Middx. HA9 7RW. (40853) 133618

SURREY

EDUCATION COMMITTEE
ST. ANDREW'S RC (AIDED) SCHOOL
Ashford
HEAD OF MUSIC - Scale 3
A teacher of appropriate experience is required for September 1985 to maintain the tradition of high quality music currently existing in classroom and extra curricular activities. Present emphasis is on brass but the chosen applicant will be encouraged to built on his/her own strengths and to forge links with other curricular areas. The Department is housed in a new purpose built detached block.
Application forms and further details from the Head-teacher, Miss Clare Dark Comprehensive School, Ashford Road, Walton Road, Walton-on-Thames, Surrey KT12 2JD (s.a.e. please) giving names and addresses of 2 referees.
Closing date: 15.3.1985.
Walsall is an Equal Opportunities Employer. 133818

WEST SUSSEX

FOREST SCHOOL
Pondtail Lane, Horsham, West Sussex RH13 5NW
Boys' Comprehensive, 11 - 16, 900 on roll
Required for September, 1985 or as soon as possible a Scale 1 teacher of Physical Education to teach Physical Education to girls. Applicants should have a wide experience as a performer but also be willing to undertake some extra-curricular activities and foster other developments. Appointment until end of Summer Term 1986.
Application forms and further details from the Headmaster (please enclose foolscap s.a.e.). (40888) 134922

Scale 2 Posts and above

KNOWSLEY

RUFFWOOD COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L32 8XJ
(1,860 Boys and Girls, 11 - 18, 130 in Sixth Form. SFA payable)
Required for 1st September 1985
MUSIC (Scale 1) teacher required to join a department committed to modern teaching methods within the curriculum and to the maintenance of a tradition of extra curricular activity.
Further information is available if required from the Headmaster.
Applications should be made by letter with C.V.; two referees should be named. Closing date for applications 15th March 1985. (29043) 133622

LEICESTERSHIRE

COUNTY COUNCIL

An Equal Opportunity Employer

BABINGTON COMMUNITY COLLEGE
Stradbourne Drive,
Beaumont Leys, Leicester

Recently opened 11 - 18 mixed comprehensive; 800 on roll rising to 1200

MUSIC SCALE 1

Required August 1985, a teacher of music, scale 1 to join an enthusiastic and committed team of teachers in the P.E. and Music faculty. Courses are established in CSE/'O' level and music will make an input to future 16 - 19 provision.

Further details and application form can be obtained from the Principal. Applications should be made within 14 days of the appearance of this advertisement. (40856) 133822

RICHMOND UPON THAMES

LONDON BOROUGH OF
RICHMOND UPON THAMES

(An equal opportunities employer)

WHITTON SCHOOL
Percy Road, Whitton, Twickenham, Middlesex TW2 6JW

(Tel: 01-894 4503)

(11 - 16 Mixed comprehensive)

TEACHER OF MUSIC
(Scale 1 plus Outer London Allowance)

A well qualified and experienced teacher of Music required from 23rd April or at least one term, to cover for teacher on maternity leave.

Experience should include teaching across the 11 - 16 age range, up to 'O' level standard.

Further details of the school and application forms from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, obtainable to the Headmaster at the school by Monday, 11th March 1985. (40708) 133822

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
MUSIC CENTRE
Queens Road, London E17
Music Adviser: Mr C. Rouse
Required for April
SATURDAY MORNING **MUSIC SCHOOL**
TUNING PIANOS TEACHER/ INSTRUCTOR
An enthusiastic and capable teacher required on Saturday 9.30 am to 12.00 noon. The work will involve taking violin sectional rehearsals, and possibly running an elementary string group.
Please apply in writing by letter to the Music Adviser stating C.V. and details of two referees.
Ref: WF/825. (40825) 133822

Scale 1 Posts

EAST SUSSEX

WILLIAM PARKER SCHOOL
Parkwood Road, Hastings, TN37 6NS
Boys' Comprehensive, voluntary controlled, 11 - 18, 800 on roll
Required from September, Teacher of Music (Scale 1). To work within the school and to examination level. Commitment to classroom musicmaking and extra-curricular activities. Choral and particular recommendations a plus.
Relocation grants available in appropriate cases.
Application forms (see please) from, and returnable to the Head Teacher.
(40814) 133899

KENT

CRANBROOK SCHOOL
For September 1985, an Assistant Director of Music (Scale 1). Outstanding musical tradition and opportunities for this talented and able academic Upper School of 740 pupils, including 200 Sixth-Formers and 300 boarders. Excellent accommodation for a single person in the Music School, and help in exchange for resident tutorial duties.
Please write to the Headmaster's Secretary, Cranbrook School, Cranbrook, Kent, TN17 3PU for further details and application form.

Pastoral

Heads of Department

SOMERSET

COUNTY COUNCIL

KINGSMEAD SCHOOL
Wivelscombe

(11 - 16 mixed comprehensive, 510)

For September 1985, Head of Guidance & Upper School Scale 4. An enthusiastic and experienced teacher for this key post, to be responsible for the organisation, and pastoral care of the Sixth Form and the implementation of the careers education programme. Any subject considered.

Closing date: 15th March 1985.

Further details and application forms from the Headteacher, Mr. Peter Cornish, Kingsmead School, Wivelscombe, Somerset TA4 2RL. (Tel: 0984 23355). Applications should be made on the forms provided. Somerset is an equal opportunity employer.

HAMPSHIRE

SHOLING (GIRLS') SCHOOL
Middle Road, Southampton SO2 8PH
(12 - 16 Comprehensive, N.O.R. c700)
Required September Scale 3 Head of Year responsible for academic progress, discipline and welfare for girls and join a caring and effective pastoral organisation. Ability to offer Art, History, Geography or P.E. as an advantage but all other candidates will be considered.
Application by letter to Head with C.V. and names of two educational referees by 15th March. Further details available from Headteacher. (34894) 134018

Scale 2 Posts and above

BERKSHIRE

LUCKLEY OAKFIELD SCHOOL
Wokingham
(1250 girls 11 - 18)
Required for September 1985 a Resident Housemistress to take charge of approximately 50 girls. Married or single accommodation available.
Possibility of taking on responsibility for new sixth form block scheduled to open in September 1986. Appointment could be combined with some P.E. teaching, careers counselling, or extra curricular activities, although other subjects will be considered.
Further details available from the Headmistress (7841175). (40737) 134020

Physical Education

Scale 1 Posts

BERKSHIRE

NEWLANDS SCHOOL
Farm Road, Maidenhead, Berks. SL6 6JB
Girls' Comprehensive, NOR 1098
Required for September, 1985, a Scale 1 Assistant Teacher for GIRLS' PHYSICAL EDUCATION to join an active department. A particular interest and expertise in dance, gymnastics and netball is required, although the appointed teacher will undertake a full timetable across a broad curriculum.
Application by letter with full curriculum vitae and addresses of two referees, to the Headteacher (SAE). Closing Date: 18.3.1985. An Equal Opportunity employer. (40779) 134222

BEXLEY

LONDON BOROUGH OF BEXLEY
PICKARDS HOUSE SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Roll: 1300 including 180 in Sixth Form
Head Teacher: Mr A.D. Brewer, M.Sc., M.Ed.
Required for the Summer Term 1985 as soon as possible a Scale 1 teacher of Girls' P.E. to teach Physical Education to girls throughout the School. An awareness of developments especially with regard to Physical Education for older pupils would be an advantage together with a willingness to undertake some extra-curricular activities and foster other developments. Appointment until end of Summer Term 1986 considered.
Application forms and further details from the Headmaster (please enclose foolscap s.a.e.). (40888) 134922

DERBYSHIRE

Sad Derbyshire Display advert post reference HW/ 4/15 Page xx.
(40764) 134922

EAST SUSSEX

VARNDEAN HIGH SCHOOL
Dyke Road, Brighton BN1 6WQ
Comprehensive mixed, 11 - 16. 850
Required from September/ January Boys' Physical Education (Scale 1). Candidates should be able to offer a specialist sport.
Relocation grants available in appropriate cases.
Application forms (see please) from and returnable to the Head Teacher.
(40817) 134922

HARINGEY

Progress with Humanity

PORTSMESRE SCHOOL
Hazelwell Park, London N10
Head: A.M. Nixon, M.A.
Required for the Summer Term
PART-TIME TEACHER OF GIRLS' PHYSICAL EDUCATION.
Capable Physical Education Teacher required to teach primarily girls for the curriculum for the Summer Term, beginning April 22nd - the post is temporary being a maximum of 13½ hours per week. Current duties would be on Monday, Tuesday and Thursday. A suitable applicant would participate in the health education and leisure time activities programme with older pupils.
Application forms and further details are available from the Head, Portsmesre School, Hazelwell Park, Alexandra Avenue, N22 4UT (Tel: 01-888 6842 or ext. 294). Forms should be returned with a professional testimonial as soon as possible but in any case not later than Friday, 15th March.
London Weighting £1,038 per annum. Haringey is an equal opportunity employer.

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Willoughby Lane, London N18 1BX
(Roll 1050)
Required for Summer Term only, temporary teacher of PHYSICAL EDUCATION (Scale 1). Excellent facilities available including Sports Hall, floodlit all weather sports area, playing fields and courts. The successful candidate will be a member of the Lower School (years 7 - 9), but will teach to full age and ability range.
Substantial additional allowance payable.
Apply by letter, with curriculum vitae, giving names, addresses and telephone numbers of two referees to the Head Teacher at the School as soon as possible.
(34368) 134922

HULL

HYMERS COLLEGE

Requires a Teacher of Physical Education and Games.

Please see main advertisement under Independent Schools, Physical Education, Other Appointments. (40140) 134922

NORTHUMBERLAND

BERWICK COUNTY HIGH
Adams Drive, Berwick upon Tweed TD15 2JH
Group 11, 13 - 18
Comprehensive, 850 pupils inc. 135 in 6th Form
From 1st September 1985, Qualified Teacher for PE and Girls' Games (Scale 1) with ability to include Hockey, Netball, Athletics and Gymnastics.
Relocation expenses/housing allowance may be paid.
Application forms available 15.3.1985 - send foolscap sae to Head teacher. (34384) 134922

OXFORDSHIRE

COUNTY COUNCIL
THE WHEATLEY SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 N.O.R. 680 Sixth Form 150
Required for the Summer Term 1985, a temporary teacher of Boys' P.E./Games. Apply by letter enclosing c.v. and the names and addresses of two referees within a week of the appearance of this advertisement.
An equal opportunity employer. (40823) 134922

WAKEFIELD

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD AIREDALE HIGH SCHOOL
(13 - 18)
Mixed Comprehensive - NOR 1314
Required for the Summer term 1985, a Scale 1 temporary teacher of Physical Education, to join an enthusiastic department with a commitment to after school activities.
Application forms and further details available on receipt of s.a.e. from Chief Education Officer, Education Department, Wakefield, to be returned within 14 days of the date of this advertisement. (39083) 134922

Religious Education

Heads of Department

CLWYD

COUNTY COUNCIL

ST. JOSEPH'S CATHOLIC HIGH SCHOOL
Santley Road, Wrexham

(Tel: (965209)

(11 - 16, mixed comprehensive, 480 pupils)

Head : J.K. Thompson, B.A.

Required for September 1985:

HEAD OF RELIGIOUS EDUCATION DEPARTMENT
SCALE 3

Applications are invited from suitably qualified teachers and experienced teachers who must be practising Catholics.

Application forms/further particulars are available at the school from the Headteacher to whom completed forms should be returned by 18th March 1985.

John Howard Davies, Director of Education, Shire Hall, Mold. (39998) 134418

CUMBRIA

COUNTY COUNCIL
ST. JOSEPH'S RC SCHOOL
Harrington Road, Workington
Mixed Comprehensive
Group 10, N.O.R. 453
Required for September 1985, a Teacher of Religious Education to take charge of the Religious Education Department. Application forms and further details from the Headteacher, to whom completed forms should be returned by 18th March 1985.
(See please). (39100) 134418

EAST SUSSEX

VARNDEAN HIGH SCHOOL
Dyke Road, Brighton BN1 6WQ
Comprehensive mixed, 11 - 16. 850
Required from September/ January Boys' Physical Education (Scale 1). Candidates should be able to offer a specialist sport.
Relocation grants available in appropriate cases.
Application forms (see please) from and returnable to the Head Teacher.
(40817) 134922

OXFORDSHIRE

COUNTY COUNCIL
ST AUGUSTINE'S RC SCHOOL
Upper School
Milton Road, Oxford OX4 4DX
Group 10. N.O.R. 768
Required for September 1985 a Head of R.E., Scale 3.
Further details and application forms from the Headteacher. SAE Please. (34346) 134418

SURREY

EDUCATION COMMITTEE
CARDINAL NEWMAN R.C. (AIDED) SCHOOL
Hook Heath Road, Woking, Surrey
Required for September 1985, qualified teacher of RELIGIOUS EDUCATION. SCALE 4
A well qualified practising Catholic is sought to lead the teaching of the subject throughout the school up to 'A' level and to be involved with the spiritual development of the whole school community.
Application forms and further particulars obtainable from the Headteacher (s.a.e. please) should be returned within 14 days of the appearance of this advertisement.
An equal opportunity employer. (39017) 134418

ST. HELENS

METROPOLITAN BOROUGH COUNCIL

COMMUNITY EDUCATION DEPARTMENT

HAYDOCK HIGH SCHOOL
Clipsley Lane, St. Helens, Merseyside

(11 - 16 years mixed Comprehensive: 717 on roll

HEAD OF SCIENCE SCALE 4

To take charge of Physics and to lead and coordinate the work of three Science Departments. Required for April or September 1985.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible.

An Equal Opportunity Employer. (34154) 134818

Scale 2 Posts and above

BEXLEY

LONDON BOROUGH CRAYFORD SCHOOL
Crayford Manor House, Crayford, Kent DA1 4AS
Tel: Crayford 529191
Required for Summer Term, or earlier if possible, a full-time teacher of Physics to share in the teaching of Physics within a well established Science Department. The subject will be taught to 4th & 5th form level to CSE and 'O' level standard. Some Integrated Science may be required. Scale 2 post available for suitable candidate. Application forms and further details available from the Acting Head Teacher on receipt of s.a.e. Closing date: Friday 22nd March 1985. (40900) 134420

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford

(EMC - 700 day boys - 11 to 18 - 200 in 6th Form)

Required in September, a Graduate teach Nat. Hill CHEMISTRY to all levels including university entrance. Academic standards are high, resources generous and it will be advantageous to offer suitable subject and ability to help with extra-curricular activities such as rugby or cricket. CSE or equivalent in addition to specialist qualification and experience. Some boarding duties. Ability to help with accommodation.

Applications, in the form of a curriculum vitae supported by a letter of application stating at least two referees, should be submitted to the Headmaster, Royal Grammar School, Guildford, Surrey GU1 3BB. (34466) 134820

Science

Heads of Department

CLWYD

COUNTY COUNCIL

ALUN SCHOOL
Mold

(Tel: 4801)

(11 - 18, mixed comprehensive, 1,480 pupils 400 in Sixth Form)

Head : D.J. Williams, B.Sc., M.Phil.

Required for September 1985:

HEAD OF PHYSICS SCALE 3

(The vacancy arises due to the retirement of the present incumbent).

This is a large department with a considerable 6th Form commitment and a long-standing tradition of examination success. A well-qualified and experienced Physicist is sought who can maintain this tradition and in addition will initiate and support developments in the wider fields of Science and Technology. Where 3 'Twist' developments are in progress and it is expected that the successful candidate will make a positive contribution to the current work in the department with the opportunity of being housed in a suite of laboratories equipped to a high standard.

Application Forms and further Particulars may be obtained from the Head, to whom completed forms should be returned by March 15th.

John Howard Davies, Director of Education, Shire Hall, Mold. (39999) 134818

HAMPSHIRE

PARKWAY SCHOOL
Fawcett Road, Southsea, Hants. PO4 0DL
(12 - 16 Comprehensive)
Required for September 1985,
HEAD OF SCIENCE SCALE 4.
Application form and further details from the Headteacher (S.A.E. please). Closing date 15th March 1985. (39020) 134818

ST. HELENS

METROPOLITAN BOROUGH COUNCIL

COMMUNITY EDUCATION DEPARTMENT

HAYDOCK HIGH SCHOOL
Clipsley Lane, St. Helens, Merseyside

(11 - 16 years mixed Comprehensive: 717 on roll

HEAD OF SCIENCE SCALE 4

To take charge of Physics and to lead and coordinate the work of three Science Departments. Required for April or September 1985.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible.

An Equal Opportunity Employer. (34154) 134818

Scale 2 Posts and above

BEXLEY

LONDON BOROUGH CRAYFORD SCHOOL
Crayford Manor House, Crayford, Kent DA1 4AS
Tel: Crayford 529191
Required for Summer Term, or earlier if possible, a full-time teacher of Physics to share in the teaching of Physics within a well established Science Department. The subject will be taught to 4th & 5th form level to CSE and 'O' level standard. Some Integrated Science may be required. Scale 2 post available for suitable candidate. Application forms and further details available from the Acting Head Teacher on receipt of s.a.e. Closing date: Friday 22nd March 1985. (40900) 134420

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford

(EMC - 700 day boys - 11 to 18 - 200 in 6th Form)

Required in September, a Graduate teach Nat. Hill CHEMISTRY to all levels including university entrance. Academic standards are high, resources generous and it will be advantageous to offer suitable subject and ability to help with extra-curricular activities such as rugby or cricket. CSE or equivalent in addition to specialist qualification and experience. Some boarding duties. Ability to help with accommodation.

Applications, in the form of a curriculum vitae supported by a letter of application stating at least two referees, should be submitted to the Headmaster, Royal Grammar School, Guildford, Surrey GU1 3BB. (34466) 134820

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA SIXTH FORM CENTRE
Goswell End Road, Kempston, Bedford MK42 8AN
Headmaster: Mr N.S. Lister
(Tel: Bedford 852351)
(13 - 18 Co-educational Comprehensive Sixth Form Centre with approximately 1,000 pupils)
Required for April 1985 for the Summer Term only, a temporary Teacher or Biology (Scale 1).
Application forms and further details from the Headteacher (foolscap s.a.e. please).

HARROW

See entry for Harrow Education Committee under Sixth Form and Tertiary. (40754) 134820

HEREFORD AND WORCESTER COUNTY COUNCIL

BRIDLEY MOOR HIGH SCHOOL
Bridley Moor Road, Redditch, Worcs.

(13 - 18, mixed comprehensive, over 800 on roll, nearly 100 in Sixth Form)

Required from September 1985, Year Head (Senior Teacher Scale). The Governors are seeking to appoint a person of the highest calibre, regardless of teaching subject; however, one of the following subjects would be useful - technology, geography, science (especially physics) or ability to teach 'A' level chemistry.

For further details of the post and of the School, please send s.a.e. (A4) to the Headmaster. (40888) 134850

HERTFORDSHIRE

THE HASERDASHERS' ASKE'S SCHOOL
Queens Road, Hatch End, Middx.
Graduate Chemist required; see under Independent Schools. (40841) 134820

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON SECONDARY SCHOOL
Wilmington Hall, Wilmington DA2
Required Easter 1985 teacher of Science (Scale 2). Science to 'O' and C.S.E. and successful candidate would be expected to teach at least Chemistry to these levels. Mixed secondary modern school in rural setting two miles from Dartford. Modern laboratories. Fringe allowance.
Applications by letter as soon as possible to Headmaster, from whom further details available, with names of two referees and c.v. (40418) 134820

KNOWSLEY

See advertisement for SUPPLY TEACHERS on Page 74. (39031) 134820

NORTH YORKSHIRE

COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
Comprehensive 14 - 18, 950 on roll; 250 in years 6 and 7
Required September 1985, experienced teacher of PHYSICS to become second teacher in a strong and active Department (Scale 3).
Teaching duties will include ing contribution to Advanced work. Ability and willingness to take part in extra-curricular activities an advantage.
Further and further details obtainable from the Headmaster (s.a.e. - please). (40181) 134820

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Independent Day School - 11 - 18
Physics Graduate required for September.
See under Independent Schools. (39138) 134820

SUFFOLK

FARLINGAYE HIGH SCHOOL
Barrack Road, Woodbridge IP12 4JU
(13 - 18 mixed comprehensive 720 on roll)
SECOND IN CHARGE OF SCIENCE DEPARTMENT
SCALE 3
From September 1985, the department has excellent facilities and offers a full range of subjects to 'A' level. A wide interest in the development of co-ordinating Science Curriculum is essential.
Details and application forms obtainable from the Head at the School, s.a.e. please, closing date for application 18th March 1985. (34585) 134820

SURREY

EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Brooklands Lane, Weybridge, KT13 0TS
(13 - 16 Mixed Comp. 660 NOR)
PHYSICAL SCIENCE - SCALE 3
Dynamic and versatile physical scientist with a keen interest in microtechnology required September 1985 who will be qualified and experienced to take on the chemistry role of 2 1/2 Science and with a substantial commitment as co-ordinator of technology across the Curriculum.
Apply to the Headteacher (s.a.e. please, Tel: Weybridge 46166, 46864). 134820

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA SIXTH FORM CENTRE
Goswell End Road, Kempston, Bedford MK42 8AN
Headmaster: Mr N.S. Lister
(Tel: Bedford 852351)
(13 - 18 Co-educational Comprehensive Sixth Form Centre with approximately 1,000 pupils)
Required for April 1985 for the Summer Term only, a temporary Teacher or Biology (Scale 1).
Application forms and further details from the Headteacher (foolscap s.a.e. please).

BERKSHIRE

EARTH HILL SCHOOL
Sandy Lane, Bracknell, Berks. RG12 7RE
Comprehensive NOR 1105
Required from September, 1985, a well qualified and enthusiastic CHEMIST (Scale 1) whose main responsibility will be to teach Chemistry to all levels from 'O' level to 'A' level and to assist in the running of the Chemistry block.
Closing date 1st April 1985.
TEMPORARY TEACHER OF PHYSICS
A teacher is required to teach Physics at 'O' and CSE levels. An interest in Technology would be an advantage. A considerable advantage. The successful applicant will join a department where expectation and achievement are high and will be expected to play an active part in the overall development of Science in the school.
Application forms and further details from the Headteacher (S.A.E. please). Closing Date: 18.3.1985.
An Equal Opportunity Employer. (40773) 134822

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Picardy Manor Avenue, Erith DA17 5HT
Tel: Erith 41371)
Head Teacher: Mr. A.D. Brewer, M.Sc., M.Ed.
Roll: 1300 including 180 in Sixth Form
Required for the Summer Term 1985, or as soon as possible, a full-time teacher of Biology/General Science.
Applicants should have an interest in the teaching of the full ability range and should state their specialist interest.
Temporary appointment until end of Summer Term also considered.
Application forms and further details from the Headmaster (please enclose foolscap s.a.e.). (40857) 134822

BROMLEY

LONDON BOROUGH OF BROMLEY
HAYES SCHOOL
West Common Road, Hayes, Bromley, Kent BR2 7DB
Tel: 01-462 1616
(Six-form entry Co-educational, 11 - 18 years)
Required for September, 1985, Graduate MASTER/ MISTRESS to teach Physics to the Advanced level. Scale 1, plus an Inner London Area Allowance. It is hoped to retain an able and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment. The Head of Science, a large sixth form of 250 students and 1,000 pupils, is aiming at parity levels of a balanced intake.
Application forms and further particulars may be obtained from the Headteacher (foolscap s.a.e. please). Closing date for receipt of applications 18th March 1985. (40146) 134822

CUMBRIA

COUNTY COUNCIL
WIGTON HIGH SCHOOL
Wigton Road, Carlisle CA2 7AR
Mixed Comp. 11 - 18 NOR 1400
Required from Easter 1985 a permanent teacher of physical science. Scale 1.
Application forms and further details may be obtained from the Head at the School to be returned by 15th March (s.a.e. please). (40723) 134822

DONCASTER

DANUM SCHOOL
Ashthorpe Road, Doncaster DN5 8QG
Tel: (0302) 321385
(13 - 18 Co-educational Comprehensive School - 1320 on roll; Sixth Form 170
Required for September 1985 Teacher of PHYSICS Scale 1.
An interest in control technology and/or computing would be an advantage.
Further details and application forms are available from the school.
Closing date: 15 March 1985. (40125) 134822

DORSET

WEYMOUTH GRAMMAR SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9EY
(1100 11 - 18 co-educational selective)
Required for April 1985, Teacher of Chemistry (Scale 1) to teach Chemistry to 'O' level and junior science to cover maternity leave probably for the whole of the summer term.
Letters of application (no forms) to the Headmaster with names and addresses of two referees to the Headmistress, from whom further details are available (see 134822 (40516)

EALING

LONDON BOROUGH
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
(13 - 18 co-educational High School)
Required for September 1985, Head of Music (Scale 3) for a lively and well established 11 - 18 comprehensive. The successful candidate will be an able musician and enthusiastic teacher who will be interested in examination work and enjoy working in a disciplined and responsive environment. The Head of Music, a large sixth form of 250 students and 1,000 pupils, is aiming at parity levels of a balanced intake.
Application forms and further particulars may be obtained from the Headteacher (foolscap s.a.e. please). Closing date for receipt of applications 18th March 1985. (40152) 134822

EALING

LONDON BOROUGH
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Greenford Road, Greenford, Middlesex UB6 9RX
(Mixed Comprehensive (NOR 997)
Headteacher: Mrs M.Nel
Deputy Head: Mr. J.C. Silver M.Sc.
Required for April 1985, **TEMPORARY TEACHER OF PHYSICS**
A teacher is required to teach Physics at 'O' and CSE levels. An interest in Technology would be an advantage. A considerable advantage. The successful applicant will join a department where expectation and achievement are high and will be expected to play an active part in the overall development of Science in the school.
Application forms and further details from the Headteacher (S.A.E. please). Closing Date: 18.3.1985.
An Equal Opportunity Employer. (40773) 134822

ESSEX

GREAT BADDOW SCHOOL
Duffield Road, Chelmsford CM2 7QS
(Roll 1,050)
TEACHER OF PHYSICS,
Scale 1
Required September, graduate, 'O'/'A' level work for suitable candidate. Assistance with Computer Studies/ Mathematics welcomed.

Further details and application form available from the Headteacher (foolscap s.a.e. please).

GLOUCESTERSHIRE

COUNTY COUNCIL
ROBINSWOOD COMMUNITY SCHOOL
Hill Lane, Brockworth, Gloucester GL3 4QP
(11 - 18 Comprehensive, 802 on roll)
Required, due to maternity leave from 29th April for approximately one term, Summer Term, Teacher of Physical Sciences to work with years 7 and 8 capable of teaching physics to examination level.
Send s.a.e. for further details to the Head Master. (40621) 134822

GLOUCESTERSHIRE

COUNTY COUNCIL
EQUAL OPPORTUNITY EMPLOYER
NEWENT SCHOOL
Newent
The Science Department will have a vacancy for a Physics specialist (Scale 1) for September. The post will provide an ideal opportunity for a well-qualified graduate to join a strong department with a well established rural comprehensive school (1,150 on roll).
Letters of application (no forms) to the Headmaster within 14 days of the appearance of this advertisement. (34366) 134822

HAMPSHIRE

THE WYKE SCHOOL
Wyke Road, Basingstoke RG21 3PB
(11 - 16 Mixed Comprehensive N.O.R. 980
Scale 1 posts (Special Schools. (39084) 134822

EAST SUSSEX

HEATHFIELD SCHOOL
Downsview Crescent, Uckfield TN22 3DJ
Comprehensive mixed, 11 - 16. Roll: 1,255
Required from September: Chemistry Teacher (

SECONDARY SCIENCE
continued

HAMPSHIRE
ST. EDMUND'S SCHOOL
Arundel Street, Portsmouth PO1 1BX
Catholic Voluntary Aided 7 - 18
F.E.
Comprehensive 11 - 18 years
Large Sixth Form
Required from September 1985: BIOLOGY SPECIALIST, SCALE 1 (Scale 2 preferred). To teach throughout the school to 'A' level, Cambridge Syllabus and two educational referees with an B.A.E. to the Headmaster.
Closing date 15th March 1985. (39286) 134822

HARROW
See entry for Harrow Education Committee under Sixth Form and Tertiary. (40753) 134822

HARROW
EDUCATION COMMITTEE
PARK HIGH
Thistledown Gardens, Stanmore, Middx.
Tel: 01-954 1575
SCIENCE - Scale 1
Required by this 7/8 F.E. Co-educational Comprehensive High School (12 - 16 years) situated in a residential area. The post is on a temporary basis for one year from September 1985 to August 1986. The successful candidate will teach Integrated Science in the lower school with Chemistry and Biology in the upper school to CSE and/or G.C.E. 'O' level.
Application forms and to be returned to Headmaster by 15th March. Please enclose stamped addressed envelope. (40420) 134822

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Winding Lane, Hornchurch RM11 3BX
Tel: Hornchurch 59332
(Roll 760 Boys - Sixth Form 160)
Voluntary Aided R.C. 11 - 18 School
Headteacher: J.F. Rowbottom, B.Sc., Ph.D., D.Ed.
Required as soon as possible or 1st September 1985 an enthusiastic well qualified Physics Teacher to join a successful team. Ability to take courses to CSE, 'O' and 'A' level. An ability to make a contribution to extra curricular activities will be an advantage.
Applications will be welcome from newly qualified teachers as well as from more experienced teachers.
Letters of application giving full details of curriculum vitae and quoting two referees should be sent direct to the Headmaster. (34458) 134822

HEREFORD
HEREFORD SIXTH FORM COLLEGE
Folly Lane, Hereford HR1 1LT
Tel: 0432 272310
Required for September 1985 a teacher of PHYSICS to teach A level and CSE. Applications should be made on a form obtainable from the College and returned to the Principal by 15th March 1985. (39246) 134822

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WOLFRETON SCHOOL
South Side Way, Kirkella, Hull HU10 7RJ
Required as soon as possible or 1st September 1985 an enthusiastic well qualified Physics Teacher to join a successful team. Ability to take courses to CSE, 'O' and 'A' level. An ability to make a contribution to extra curricular activities will be an advantage.
Applications will be welcome from newly qualified teachers as well as from more experienced teachers.
Letters of application giving full details of curriculum vitae and quoting two referees should be sent direct to the Headmaster. (34458) 134822

KENT
SEVENOAKS SCHOOL
CHEMIST
Scale 2 (1) (40706) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON GRAMMAR SCHOOL
Swanscombe Street, Dartford DA10 0BQ
Teacher of Physics required for September in first instance for two days per week.
Applications by letter with full curriculum vitae to the Headmaster (S.A.E. please). (40414) 134822

KNOWSLEY
RUFFWOOD
COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 5XF
(1860 Boys and Girls, 11 - 18, 130 in Sixth Form. SPA Bandit)
Required for 1st September 1985:
PHYSICS (Scale 1) teacher required to contribute to the work of a department of five specialists teaching Physics to 'O' Level and beyond. Ability to control technology to 'O' Level and experience in science (CSE). An interest in electronics or computers would be welcome.
Further information is available if required from the Headmaster.
Applications should be by letter with C.V., two referees should be named and returned by 1st March 1985. (39038) 134822

KNOWSLEY
See entry for advertisement for Mathematics teacher on Page 71. (39038) 134822

ROME
ITALY
Well qualified Chemistry Teacher required for September 1985.
See Overseas Appointments for details. (39155) 134822

KNOWSLEY
RUFFWOOD
COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 5XF
(1860 Boys and Girls, 11 - 18, 130 in Sixth Form. SPA Bandit)
Required for 1st September 1985:
PHYSICS (Scale 1) teacher required to contribute to the work of a department of five specialists teaching Physics to 'O' Level and beyond. Ability to control technology to 'O' Level and experience in science (CSE). An interest in electronics or computers would be welcome.
Further information is available if required from the Headmaster.
Applications should be by letter with C.V., two referees should be named and returned by 1st March 1985. (39038) 134822

NORTHAMPTONSHIRE
EDUCATION COMMITTEE
SOUTH EAST DISTRICT
Lewis Road, Kettering, Northants. NN15 6HE

Southfield School for Girls (11 - 18 Comprehensive), requires for September 1985 a well qualified teacher of Chemistry to share teaching up to 'A' level and CSE, and to become Nuffield Combined Science and integrated Science with Junior and Middle School Forms.

Further information and forms of application to be returned within two weeks of this advertisement from the Headmistress (SAE please). (40166) 134822

NORTHAMPTONSHIRE
RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants. NN9 6ND

Required for September 1985 a graduate responsible for Chemistry within this developing department. The person appointed would be expected to become involved in the development of the science course, plus be prepared to contribute to inter-faculty links. The school is a full member of the Local Sixth Curriculum Scheme. Scale 2 post is available for a suitable applicant.

Application form and further details from the Headmaster. (SAE please). (40174) 134822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunities employer)

SHENE SCHOOL
Park Avenue, East Sheen SW14 8RQ

BIOLOGY (Scale 1 plus Outer London Allowance (£674 p.a.)

Established post (1)

Required for September, or sooner if possible, a teacher of BIOLOGY AND GENERAL SCIENCE to join a team of teachers to a thriving department following courses up to 'O' level.

Shene is an 11 to 16 mixed comprehensive of 800 pupils situated in pleasant surroundings close to Richmond Park.

Apply by telephone to the Headmaster, Tel: 01-876 8889, giving application form and further particulars for details (SAE also if possible).

ROME
ITALY
Well qualified Biology Teacher required for September 1985.
See Overseas Appointments for details. (39155) 134822

SOUTH GLAMORGAN
UNITED WORLD COLLEGE OF THE ATLANTIC
Graduate teacher to run International Baccalaureate course in Biology - see display item in Sixth Form and Tertiary College section. (34959) 134822

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PENSHAW HILL SCHOOL
Portsmouth Road, Sunderland SR4 9BA, Tyne & Wear
(Group 12)
Required for April or September, 1985:-
Teacher of Biology/Science (Scale 1).
Application forms obtainable from the headteacher or the school on receipt of a stamped addressed foolscap envelope to be returned to him by 22nd March, 1985. (40710) 134822

SURREY
EDUCATION COMMITTEE
BROADWATER COUNTY SECONDARY SCHOOL
Summers Road, Farncombe, Godalming GU7 3AW
Required for Easter of September 1985 SCALE 1 TEACHER OF PHYSICS and CHEMISTRY to 'O' level. Ability to teach control or modular technology would be an advantage. All pupils in this co-educational 12 - 16 comprehensive school take a general science course to examination level, and a large percentage opt for additional specialist science courses in the sixth years. A temporary appointment for the summer term only would be considered.
Further details and application form from the Headmaster at the school. (S.A.E. please). Closing date 15th March 1985. (39099) 134822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London E4
Tel: 01-529 [illegible], Mitchell
Required for Summer term, TEMPORARY CHEMISTRY TEACHER SCALE (plus Inner London Allowance) required in this comprehensive school for pupils aged 14 - 18 years (Scale 2 for 20 pupil range and experienced Science Department.
Send letter of application, CV and names and addresses of two referees to the Headteacher (01-539 1853). Ref. 75/8502. (40838) 134822

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wind Ward Road, Trowbridge, Wiltshire

1300 pupils 11 - 18 mixed comprehensive school (160 in Sixth Form)

Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.

TEACHER OF PHYSICS (scale 1)

Required for September 1985 a teacher of PHYSICS to join a large and energetic faculty. To teach across the full 11 - 18 age and ability range. Physics is studies by all pupils, and offered at CSE, O-level, and A-level examination standards; the successful candidate should be sufficiently well qualified to teach this subject at A-level. Applicants are asked to state their second subject(s) they are able to offer and

Application form and further details from the Headmaster, Closing date Friday 15 March. Please send LAE stamped addressed envelope. (40291) 134822

Speech and Drama

Scale 2 Posts and above

DORSET
PORTLAND SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9BS
(1800 pupils 11 - 18 co-educational comprehensive)
Required for September 1985 a teacher (Scale 2) to be in charge of Drama (within a faculty) and to contribute fully to the life and development of the new school.
Four year temporary post to August 1989.
Letter of application (no forms) with cv and names and addresses of two referees to the Headmaster from whom further details may be obtained (s.a.e. please). Closing date 15th March 1985. (40288) 134822

Scale 1 Posts

NORTHAMPTONSHIRE
THOMAS BECKET RC UPPER SCHOOL
Kettering Road North, Northampton NN3 6JF

Required for September 1985. A well qualified teacher of Drama (Scale 1), to join a large, successful and innovative Faculty of English, Music and Drama. Courses lead to CSE, 'O' and 'A' level and the Department is well resourced, provision including a 340 seat purpose built auditorium. The successful candidate should have a commitment to mixed ability teaching and will be expected to contribute to course development, throughout the full age range.
Thomas Becket Upper School is co-educational comprehensive school of 878 (13 - 19) pupils, 175 of whom are in the Sixth Form.

Application forms are available from the Headmaster's Secretary together with details of the school, and the post (SAE please). (40169) 135922

Technology

Scale 1 Posts

CAMBRIDGESHIRE
(Equal Opportunity Employer)
KEN STEVENS
COMMUNITY SCHOOL
Stanland Way, Werrington, Peterborough PE4 6JY
Tel: Peterborough 75895
(Mixed Comprehensive) 11 - 18
Principal: Mr D.C. Cameron, B.Sc.
GROUP 10
Required for September, 1985:- Assistant Teacher for Technology (Scale 1).
A well qualified, enthusiastic teacher required for this new post in a rapidly growing, well equipped and supportive department. Full range of courses developing with excellent potential for T.V.E.I. Courses are in their first year of operation. Feasible housing assistance.
Further details and an application form available from the Principal at the above address (s.a.e. first class). Closing date 15th March, 1985. (40088) 135622

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
TEACHERS OF MATHEMATICS

Required for Secondary Schools within the Dudley Borough for September. Good career prospects for those with appropriate qualification, including newly qualified teachers.

Information booklet about teaching in Dudley/application forms (foolscap SAE) from Chief Education Officer, 2 St. James's Road, Dudley, West Midlands DY1 1QL, return by 22nd March. (34535) 135622

HULL
HYMERS COLLEGE
Requires a teacher of General Subjects.

Please see main advertisement under Independent Schools, other than by subject, others Assistants. (40142) 135622

NORFOLK
ST. CLEMENT'S HIGH SCHOOL
Churchgate Way, Terrington St. Clement, Nr. King's Lynn PE34 4LZ
(Group 8) Roll: 660 mixed 11 - 16 years
Scale 1 Science/Maths
Required April or September 1985.
Application forms and further particulars (s.a.e. please) obtainable from the Headmistress to whom completed forms should be returned by 15th March 1985. (40869) 135622

KNOWSLEY
SUPPLY TEACHERS
The Authority proposes to strengthen its supply of permanent detached teachers by making a number of additional appointments of experienced teachers (non graduation) at Scale 1 and above with effect from September 1985. The higher posts will be mostly in the shortage areas of Mathematics, Physics, Chemistry, Music, C.D.T. Special regard although Outstanding teachers of other subjects may be considered for Scale 2 and Scale 3 appointments also. Detached staff on higher scales in Knowsley are expected to exercise a role in assessment, management teams in the assessment and development of their subjects colleagues.
The posts to be filled are as follows:-
PHYSICS: 2 posts on Scale 3, one on Scale 2.
CHEMISTRY: two posts on Scale 3, one on Scale 2.
MATHEMATICS: two posts on Scale 3, one on Scale 2.
C.D.T.: two posts on Scale 3, one on Scale 2.
MUSIC: one post on Scale 3, one on Scale 2.
SPECIAL NEEDS: one post on Scale 3 one on Scale 2.
OTHER SUBJECTS: a number of posts on Scale 3 (specialists at Scales 2 or 3).
Further details and application forms (if available) from the Education Office, Huyton Quarry Road, Huyton, Merseyside L36 9YH to whom completed forms should be returned by 15th March 1985. (39040) 135622

Other than by Subject Classification

Heads of Department

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HUNTINGDON AREA
ERNULF COMMUNITY COLLEGE
Barford Road, Nr. Neots, Huntingdon

HEAD OF 6TH FORM (Scale 4)

Required for September.

This post in an expanding 6th form requires experience in curriculum and organisational development as well as proven ability to lead a team of staff.

Further details available on receipt of SAE from the Principal at the above address. (34535) 135516

KNOWSLEY
RUFFWOOD
COMPREHENSIVE
Roughwood Drive, Kirkby, Merseyside L33 5XF
(1860 Boys and Girls, 11 - 18, 130 in Sixth Form. SPA Bandit)
Required for 1st September 1985 or sooner if possible, HEAD OF SCIENCE (Scale 4).
Master or Mistress to provide community leadership, guidance and counselling services to assist in a cross section of 930 boys and girls and to lead a team of specialist teachers and tutors. The teaching subject or subjects offered are relevant to the needs of the area. Applicants should be normally graduates.
LIBRARIAN (Scale 2).
To develop and organise the school library and to contribute fully to the life and development of the new school within and beyond the curriculum. Experience in non-book resources would be an advantage. Opportunity of study skills welcome.
Further information is available if required from the Headmaster (tel. 051-546 [illegible]). Application forms (foolscap) and further details obtainable from the Headmaster's Secretary, Ruffwood Comprehensive School, Roughwood Drive, Kirkby, Merseyside L33 5XF (1860 Boys and Girls, 11 - 18, 130 in Sixth Form. SPA Bandit) to whom completed forms should be returned by 15th March 1985. (40067) 134822

SURREY
BURWOOD PARK SCHOOL

AND NORFOLK HOUSE COLLEGE

FOR THE DEAF

PRINCIPAL

Mr. Des Thomas, the present Principal, retires at August 1985. Applications for this post are invited from suitably qualified teachers of the deaf, and others.

The school has residential places for 43 several deaf boys aged 11 to 16. The Norfolk House College of Further Education on the same site has residential places for 27 deaf students of both sexes.

The school aims to provide high standard of secondary technical education. Students at the college follow courses both at the College and at neighbouring places of further education under the general guidance of the college tutors.

The Principal's salary is on Burnham Scale Group 5 (4) plus fringe area and additional emoluments for residential duties.

Letters only please by March 31st, 1985 enclosing curriculum vitae. All applications marked private and confidential to Lord Boyd, Vice-Chairman of the Governors, 41, Rawlinson Gardens, London SW11 6QD. Tel: 01-370 7611. (39259) 140010

EAST SUSSEX
VARNDEAN HIGH SCHOOL
Balfour Road, Brighton BN1 6NP
Comprehensive mixed, 11 - 16. Roll: 830
Required from September or January for General Subjects in the Lower School. To take part of the timetable in one or more of the following: Humanities; Remedial English; Music; Art; Geography; Science.
Relocation grants available in approved cases.
Application forms (see please) from the Head Teacher. (40916) 135622

HEREFORD
Wanted for September 1985 at BELMONT ABBEY SCHOOL, Hereford
R.C. Independent, mainly boarding boys 13 -18. 570, 6th in Blanchers.
Young graduate with PGCE to teach MATHEMATICS to 'A' Level with PHYSICS and COMPUTER STUDIES to 'O' Level.
Ability to teach sports, especially rugby and to run minor sport. Applicants must be willing to live on the school premises and undertake rinks, tutorials and activities.
Applications with C.V. and the names, addresses and telephone numbers of 2 referees to: The Headmaster, Belmont Abbey School, Hereford HR2 9RZ. Tel: (0432) 277366 by Monday March 18th. (40186) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE
FARNBOROUGH (SIXTH FORM) COLLEGE
Prospect Avenue, Farnborough, Hampshire (Comprehensive Mixed 16 - 19)
N.O.R. 1000
Required for September 1985. Head of Physics, scale 4 post. 300 students in 'A' level, 75 on GCSE. Good modern facilities.
Closing date 15th March 1985.
Letter of application together with the names and addresses of two referees to the Principal will be welcomed. (40288) 140016

HARROW
EDUCATION COMMITTEE
ST DOMINIC'S SIXTH FORM COLLEGE
Mount Park Avenue, Harrow on the Hill, Middlesex HA1 3HX
Tel: 01-426 1564
HEAD OF COMPUTING (Scale 3/4)
HEAD OF ECONOMICS (Scale 3)
MATHEMATICS (Scale 1/2)
BIOLOGY (Scale 1/2)
Applications are invited for September 1985 for the above posts at this Sixth Form College. The college offers a full range of 'A' level courses, and GCE courses. Applicants should in addition to their main A level specialism, offer Secondary subject(s) to fulfil the college curriculum. Good graduates with PGCE may apply for the Mathematics post, but would be unlikely to be appointed. Teaching should be willing and able to make an active contribution to the life of the College, and to plan for future developments. Some previous experience would be an added qualification. Commitment to all aspects of the Christian faith is essential.
Application forms from and to be returned to the Principal by 15th March. Please enclose a stamped addressed envelope. AN EQUAL OPPORTUNITY EMPLOYER. (39980) 140016

Scale 2 Posts and above

DEVON
COUNTY COUNCIL
NORTH DEVON COLLEGE
Principal: D. Trusswell, M.Sc.

Applications are invited for the following posts suitably qualified teachers from dates to be agreed after September 1985:

SENIOR LECTURER IN GEOGRAPHY/HUMANITIES
MEMENT OF HUMANITIES

The person appointed will be expected to accept responsibility for course development and management in the Department and to contribute to the work of the College as a whole. The Department is well equipped and staffed with a strong team spirit. Work will be involved in the Tertiary College and applicants with experience in teaching Geography to the 16 - 19 age range will be welcomed.
Further information and application forms (please) can be obtained from the Vice-Principal, North Devon College, Old Sticklepath Hill, Barnstaple, Devon EX31 2BQ. Tel: (0271) 45911. Closing date for application 15th March 1985. (39016) 140016

NORTH YORKSHIRE
COUNTY COUNCIL
YORK SIXTH FORM COLLEGE

Required for September 1985, Scale 1 teacher in the department of ECONOMICS and SOCIOLOGY. The successful candidate will be expected to take a share in the teaching of Sociology to 'A' level and may also expect a share in the teaching of Economics.

Application forms and further details (s.a.e. please) available from the Principal, Dr J.M. Frost, c/o Burton Stone Secondary Modern School, Evelyn Crescent, York YO3 6DR.
(40158) 140022

SURREY
EDUCATION COMMITTEE
GODALMING COLLEGE
(N.O.R. 1040)
Tuesley Lane, Godalming GU7 1RS
Required for September a full-time teacher of GEOGRAPHY (SCALE 1) to teach to both O and A level and to assist with GEOLOGY at 'A' level.
Further particulars from the Principal (s.a.e. please) with letters of application should be addressed. Closing date 13 March 1985. (40300) 140022

Special Education

Headships

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BROOKLANDS SCHOOL
Ripon
Applications are invited from suitably qualified and experienced teachers for the post of Head of this school for pupils with severe learning difficulties and moderate learning difficulties. The school was reorganised to provide for special educational services in keeping with the Warnock Report - long and short-term placements, support and resource services to local schools.
The successful candidate would be required to take up the appointment in September 1985.
Salary: Burnham Head-teachers' Group 5(S) - subject to regional review.
Application forms and further particulars are available upon receipt of a stamped addressed envelope (to be returned by 22nd March 1985) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (40910) 140016

Deputy Headships
Second Masters/ Mistresses

CAMBRIDGESHIRE
HUNTINGDON AREA
SPRING COMMON SCHOOL
American Lane, Huntingdon, Cambs.

Tel: 0480 54396

Required for April DEPUTY HEAD, Group 7(S).

Applications are invited for this key post from teachers with wide experience of, and sympathetic understanding of, the needs of children with severe learning difficulties. Qualifications in special education would be an advantage.
The successful candidate would be required to take up the appointment in September 1985.
Salary: Burnham Head-teachers' Group 5(S) - subject to regional review.
Application forms and further particulars are available upon receipt of a stamped addressed envelope (to be returned by 22nd March 1985) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (40910) 140016

Principal
Arden Sixth Form College
Group 12 £19,437-£20,706
Required from 1 September 1985.
Applications are invited from suitably qualified and experienced persons for the post of PRINCIPAL of ARDEN SIXTH FORM COLLEGE.
The College was established in 1982, is situated in the South of the City, and has 450 students on roll.
The City Council has instigated consultative procedures with all interested parties to consider the setting up of a tertiary system in this area of the City.
Application forms and further particulars available from Chief Education Officer, S2/JOB Crown Square, Manchester, M60 3BB, to whom they should be returned by 22 March 1985.

MANCHESTER
City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependents.
(6134)

WEYMOUTH COLLEGE
(A Tertiary College to be established in September 1985)
Applications are invited for the following posts for September 1985.

Business Studies
2 Posts at Lecturer I (Ref Nos T26 and T27)

Catering
Lecturer II (Food Preparation) (Ref No T35)

Humanities
Senior Lecturer (Ref No T44)

Mathematics and Computing
Lecturer I (Ref No T38)

Technology
Lecturer II – Electronics (Ref No T78)
Lecturer I – Electronics (Ref No T106)
Lecturer II – Building (Ref No T103)

Further details may be obtained from the Principal-Designate, Weymouth College, Cranford Avenue, Weymouth, Dorset, DT4 7LQ. Tel No Weymouth 772311, to whom completed applications must be returned by 5 March 1985. (6122)

DORSET County Council

Scale 2 Posts and above

AVON COUNTY
WESTHAVEN SCHOOL
Ellesmere Road, Weston-super-Mare BS23 4UT
Required from 1st September 1985 an energetic and imaginative, well qualified and experienced teacher in this all-age school for children with moderate learning difficulties. The successful candidate would be expected to teach mainly upper secondary school age children, accept the role of Co-ordinator of Basic Studies and have personal responsibility for the development of a Mathematics curriculum throughout the school.
Post also involves a commitment to the School Hostel (i.e. at present, 2 hours per week plus a sleeping-in duty).
Further particulars from the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (39060) 160030

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WALNUT TREE WALK UPPER MIDDLE SCHOOL
Applications are invited from teachers to work with children with learning difficulties. See under Middle scale 3 and above. (40666) 160030

Heads of Department

BUCKINGHAMSHIRE
An Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
Education Office, 26 London Road West, Amersham
Applications are invited for the post of Head of Department for children with Language impairment. The Department is attached to a primary school within the Beaconsfield area. Applicants should have a) related qualifications and experience of working with children who have these specific needs. The post will be vacant with effect from September 1985.
Application form and further details from the Education Officer at above address. (34199) 160018

Scale 2 Posts and above

AVON COUNTY
WESTHAVEN SCHOOL
Ellesmere Road, Weston-super-Mare BS23 4UT
Required from 1st September 1985 an energetic and imaginative, well qualified and experienced teacher in this all-age school for children with moderate learning difficulties. The successful candidate would be expected to teach mainly upper secondary school age children, accept the role of Co-ordinator of Basic Studies and have personal responsibility for the development of a Mathematics curriculum throughout the school.
Post also involves a commitment to the School Hostel (i.e. at present, 2 hours per week plus a sleeping-in duty).
Further particulars from the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (39060) 160030

BEXLEY
LONDON BOROUGH
WELLING SCHOOL
Wilding Road
Group 4(S)
HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the purpose-built Day School for up to 80 Primary aged children with a behavioural or emotional difficulty. Appointment to commence 1st September 1985.
Application forms and further details available from Chief Education Officer, for Schools (T.5.1), Town Hall, Crayford, Kent DA1 4SN (enclosing foolscap s.a.e.) to whom they should be returned by Monday, 11th March. (40404) 160018

BEXLEY
LONDON BOROUGH
WELLINGA SCHOOL
Wilding Road
Group 4(S)
HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for the purpose-built Day School for up to 80 Primary aged children with behavioural or emotional difficulty. Appointment to commence 1st September 1985.
Application forms and further details available from Chief Education Officer, for Schools (T.5.1), Town Hall, Crayford, Kent DA1 4SN (enclosing foolscap s.a.e.) to whom they should be returned by Monday, 11th March. (40404) 160018

BUCKINGHAMSHIRE
LONDON BOROUGH OF HILLINGDON
CHANTRY SCHOOL
Pulling Lane, Ickenham, West Drayton, Middlesex UB10 8RS
Headteacher: Mr K. Warnes
Hillingdon is a two-tier authority and applicants will be considered for appointment to the new Middle School which caters for pupils between the ages of 8 - 12 who have learning and/or behavioural problems. A suitably flexible person is sought, and applications from candidates with enthusiasm and interest in curriculum development particularly relevant. This vacancy arises due to the promotion of the deputy head.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex UB8 1UW (quoting ref. 1/85) to whom they should be returned as soon as possible and not later than 15 March 1985.
Outer London Allowance Payable. (40028) 160012

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DYSART SCHOOL
Dukes Avenue, Kingston upon Thames, Surrey KT2 5UD
Tel: 01-546 0610
TEACHER required from September 1985 for this Group 3(S) School for children with severe learning difficulties.
London Allowance £674.
Application forms and further details obtainable from the Director of Education, the Rotunda, Kingston upon Thames, Surrey KT1 1EU (S.A.E. please) to whom completed forms should be returned by 15th March 1985. (40022) 160018

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

LEICESTER ROYAL INFIRMARY SCHOOL
Leicester LE1 5WW

DEPUTY HEADSHIP - GROUP 4 (S)

Head: Mrs H. Rawlings

Required August 1985. Applications invited from Primary, Secondary and Special Education for this school, which has children from the full age and ability range.

Information sheet must be obtained (first SAE) prior to application from the Headteacher.

Further information and application forms from the Principal, Leicestershire Schools, Stilton, Peterborough, West Sussex NE13 7RA. (39088) 160012

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer
BLACKPOOL
HIGHFLYING
Blackpool
(100 on roll: Physically Handicapped)
Required from April 1985, Scale 2 plus S.P.R. BASIC SUBJECTS ENVIRONMENTAL STUDIES RAINFALL HEALTH EDUCATION.
(Further details as for Head School. Tel: 38188).
Application forms and further details available from Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 14th March 1985. (40616) 160018

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BROMPTON HALL SCHOOL
Brompton-By-Sawdon, Near Scarborough
Deputy Head Teacher required as soon as possible for this Group 3(S). Residential School for boys with learning, behavioural and emotional difficulties. Qualification in Special Education and experience in residential schools would be advantageous.
The post carries Deputy Headteacher residential allowance and a semi-detached three bedroomed house with in site school grounds is available.
Salary: Deputy Headteachers Group 5(S).
Application forms and further particulars are available upon receipt of a stamped addressed envelope (to be returned by 18th March 1985) from the County Education Officer, Room 133, County Hall, Northallerton, North Yorkshire DL7 8AE. (40922) 160018

WEST SUSSEX
THE NATIONAL AUTISTIC SOCIETY
DEDISHAM SCHOOL
HEAD TEACHER/PRINCIPAL (GROUP 4(S))
The above position has become available at this residential school for 35 pupils. It is hoped to make an appointment for September 1985 or January 1986.
Residential experience in special education, and related qualifications in special education desirable.
The successful teaching post with accommodation provided in a small self-contained 3 bedroom flat.
Further information and application forms from the Principal, Dedisham School, Rye, East Sussex TN31 7RA.
Please mark envelopes Head Teacher/Principal and send SAE. Applications should be received by 15th March 1985. (40838) 160018

HEADSHIP
The Thomas Wolsey School, Ipswich
(For Physically Handicapped Pupils)
Group 6(s)

Applications are invited for the Headship of this Group 6(s) school with effect from 1st September 1985.

The school is in pleasant premises and has provision for nursery and post-16 education. The number currently on roll is approximately 100 pupils. The school has a thriving parents' association and strong links with schools in the area and with the local community. The person appointed will be expected to maintain and further develop these links.

Application forms and further details are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 15th March 1985.

(40494)

Suffolk County Council

UNITED WORLD COLLEGE OF THE ATLANTIC

Applications are invited for the following vacancy from 1st September 1985:

BIOLOGY A graduate teacher to join a large department. An interest and ability to teach environmental courses would be an asset; in particular, a marine interest is looked for. Skills in field work, and sea going, and an ability to teach sub-aqua diving would be an advantage.

Atlantic College, the first of the United World Colleges, has 530 sixth-form students from some 60 countries. The College prepares all students for the *International Baccalaureate* and 95% of the students go on to University. Because the students are scholarship holders selected from many thousands of applicants world-wide, academic standards are high, so is motivation.

There is an extensive programme of coast rescue and community service, and a strong active commitment is expected towards the international and community service aims of the College. The College is residential. Salaries are above Burnham scale.

Applications to the Headmaster, United World College of the Atlantic, St. Donat's Castle, Llantwit Major, South Glamorgan CF6 9WF from whom further details are available on receipt of s.a.e. 12" x 9" (A4). Closing date 15th March 1985.

NEW APPOINTMENT
FARNEY CLOSE SCHOOL
(A Christian Foundation)

Management re-structuring at the school has led to the setting up of a senior management team, responsible for the day to day running of the school, under the direction of the Headmaster. The team comprises Senior Assistant (Academic), Head of Child Care and Senior Assistant (Social & Life Skills).

The position of SENIOR ASSISTANT (ACADEMIC) has not been filled from existing staff and applications are invited from suitably experienced and qualified teachers to meet the demands of this exacting but exciting post.

Farney Close is an all-age, mixed, residential school for the maladjusted, dealing in the main with conduct and behavioural disorders. The school is situated 10 miles from Brighton and 4-5 miles from Haywards Heath and Burgess Hill. It stands in its own wooded grounds of 33 acres and has extensive physical resources and amenities for the children's use.

Salary is on the Burnham Scale for senior teachers, starting at point 1 and rising by increments to point 6, plus deputy head's non residential allowance for Group 5 Special Schools.

Further details may be obtained by sending a 13" x 9" S.A.E. to Farney Close School, Bolney, Nr. Haywards Heath, West Sussex RH17 5RD.

Applications should be by letter, addressed to the Company Secretary, including the names of two referees and a full c.v. Closing date 29th March, 1985.

(39811)

SPECIAL EDUCATION
continued

DONCASTER
SOUTHERN EDUCATION DEPARTMENT
YORKSHIRE SCHOOL FOR THE DEAF
Doncaster
PRE-VOCATIONAL/ VOCATIONAL SKILLS CO-ORDINATOR
Required from 1st September, 1985. Preferably a qualified teacher of the deaf with proven total communication skills. Experience in further education an advantage.
Scale 2 plus s.a.e.
Further details from: Miss C. Glenville, Head of Further Education Dept., Yorkshire School for the Deaf, Leger Way, Doncaster DN2 6AY. Tel: 0302 62166. Closing (34900) 160020

ENFIELD
LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
THE ELMS LODGE UNIT
Scale 2 teacher required for September 1985, to take charge of the Language Unit at Houndsfield Primary School, Edmonton. Lovely NT. The Unit caters for 10 primary-aged pupils with speech and language disorders. Full use of pool and the school day in the Unit and parts in the classroom. The Unit has a full-time Welfare Assistant and part-time speech therapy support.
London Allowance, £678.
Application forms (large SAE) and further details (including operational policy) obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date 22nd March 1985. (28078) 160050

ESSEX
MARKET FIELD DAY SPECIAL SCHOOL
School Road, Elmstead Market, Colchester
Tel: Wivenhoe 7305622 (Ref 95)
CLASS TEACHER, SCALE 2(2)
For September. Secondary Department, experienced Class Teacher with an interest in developing social competence programmes.
Application forms/details from Area Education Office, Park Road, Colchester (foolscap s.a.e. please). 160020

HAMPSHIRE
WHITEDOWN SPECIAL SCHOOL
Alton Road, Alton GU34 1LF
TEACHER(S)
Scale 2(5) Post
Teacher required holding specific qualification in Special Education and with experience in teaching children with multiple handicaps and severe learning difficulties to be based at Kenton House, Bordon.
Letters of application giving full curriculum vitae, and the names and addresses of 2 educational referees to be sent to The Headmistress, Whitedown Special School, enclosing foolscap S.A.E. (40725) 160020

HERTFORDSHIRE
WATLING VIEW SCHOOL
Watling View, St Albans, Herts. AL1 2HU
Group 5(9)
Required for September, experienced and enthusiastic teachers (Assistant Teachers in Special Education essential) for two challenging posts:
1. Scale 3 post involving co-ordinating school based in-service training in the Further Education Unit.
2. Scale 2 post requiring responsibility for overall supervision of multi-disciplinary team working with Special Care pupils.
Applicants interested in use of Computers/Music or Drama particularly welcome.
Apply to the Head Teacher (Mrs C. Nylander) enclosing SAE. (39018) 160050

LONDON
Inner London Education Authority
SOUTHFIELDS (SM)
SCHOOL
TEACHER-IN-CHARGE OF PARTIALLY HEARING UNIT
For full advertisement see the relevant section of the I.L.E.A. School Advertisement. (40161) 160050

NORTHUMBERLAND
COUNTY EDUCATION COMMITTEE
CHILD AND ADOLESCENT PSYCHIATRIC SERVICE
PRUDHOE HOSPITAL
Prudhoe
Teacher, Scale 2, required from April 1985 to work with a small group of Severe Special Needs children who have additional behavioural difficulties.
Further details and application forms (SAE please) from 15.3.1985 foolscap s.a.e. to The Director of Education, County Hall, Morpeth NE61 2EF. (34386) 160050

Scale 1 Posts

BEDFORDSHIRE
MACINTYRE (WESTONING)
Provides residential, therapeutic, educational and training services for children and adults with severe learning difficulties, is required from April for as soon as possible thereafter):
Teacher
Teaching enquiries and informal visits (by arrangement) are welcome.
Application forms and further details are available from: The Principal, Westoning Manor, Church Road, Westoning, Bedfordshire. Tel: Flitwick 713866. (40649) 160022

BROMLEY
LONDON BOROUGH OF BROMLEY
DARRICK WOOD PRIMARY UNIT FOR CHILDREN WITH IMPAIRED HEARING
Lovibonds Avenue, Orpington, Kent BR6 8ER
Required for September 1985: Assistant Teacher of the deaf - Scale 1. Darrick Wood Primary Hearing Impaired Unit. Special Schools' Allowance £1,038. Applicants must have one year appointment to cover the secondment of the incumbent teacher.
Applicants should be preferably qualified teacher of the deaf.
Application forms and further details available from the Headmistress of Darrick Wood Infant School at the above address (foolscap s.a.e. please), to whom completed forms should be returned by 15th March 1985. (40147) 160022

HARINGEY
Progress with Humanity
MOSELLE SCHOOL
Adams Road, N17 6HW
Teachers are required from April 1985 for part-time teaching duties at this School for children with moderate learning difficulties. Two days a week available for the teaching of Health Education and General Subjects.
Removal Expenses - 100% in approved cases.
A temporary appointment is being made for the Summer Term only at the Moselle Leavers Centre. Experience with 15 - 19 year old children with moderate learning difficulties is necessary, together with an ability to meet individual pupils' and teaching team's needs.
Informal enquiries welcomed by Mr. M. Charman, (Acting Headmaster). Tel: 808 8569.
Allowance (if any), payable, application forms and further details from Chief Education Officer, Education Offices, 48-66 Station Road, Wood Green, London N22 4TY. Closing date: 15th March 1985.
Haringey is an equal opportunity employer. (39072) 160022

DEVON
Please see displayed advertisement Page 62. (40183) 160022

EALING
LONDON BOROUGH OF EDUCATION SERVICE
SPECIAL SCHOOLS
SUPPLY TEACHERS
Applications are requested from teachers who have experience, qualification or interest in special educational needs and who are interested in casual supply work in the Borough's special schools.
Salary rate on Scale 1, London Allowance £1,038.
Application forms (SAE) from Chief Education Officer, Medical House, 79 Uxbridge Road, Ealing W5 5SU. (40848) 160022

NORFOLK
NORMAN WALKER FOUNDATION FOR MENTAL HANDICAP
(Established 1969)
DIANA DUENTON SCHOOL
Burston, Nr. Diss, Norfolk
ESN(S) Severe Learning Difficulties children and young adults from 5 years of age
TEACHER
(Post re-advertised - previous applicants need not re-apply)
Qualified teacher required from April 1985 as soon as possible thereafter. Further Education client catering for mentally handicapped students 16 - 19 years.
Salary scale on a par with nationally agreed scales.
Experience in mental handicap desirable together with a knowledge of developing life and social skills.
For further details and application forms (large foolscap s.a.e. for all N.W. Welfare Principal Norman Walker Foundation for Mental Handicap, Woodland Hall, Redenhall, Harleston, Norfolk IP20 9QW.
Closing date for receipt of completed application forms 15th March 1985. (40146) 160022

CUMBRIA
RIVERSIDE SCHOOL
Wheatsett, Milnthorpe, Cumbria LA7 7DN
Tel: 04482 2066
Riverside - a new and developing Residential Special School for children aged 11 - 17 years with special needs - urgently require a Specialist Maths Teacher. Interest and ability in preparation and operation of Individual Learning Programmes essential.
Curriculum vitae and letter of application to the Principal at the above address. (40130) 160022

HAMPSHIRE
THE VYNE SCHOOL
Vyne Road, Basingstoke RG21 2PB
11 - 18 Mixed Comprehensive. N.O.R. 950
Required for September 1985.
Scale 1 plus S.S.A.
Trained teacher of the deaf with qualification and experience in Science, for a new hearing impaired Department.
Further details/application form from Headteacher (s.a.e.).
Closing date 15th March 1985. (39053) 160022

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
CANTON SPECIAL SCHOOL
Spring Head Avenue, Willerby Road, Hull HU5 5HZ
SCALE 1 plus S.A.A.
Required for April, 1985, a teacher to work with severely mentally handicapped pupils. Special education qualifications and the ability to offer music would be advantageous.
Application forms and further details are available from the Headteacher of the school (S.A.E. please) to whom completed forms should be returned by 11th March, 1985. (40717) 160022

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
ETTON PASTURE SCHOOL
Dalton, Beverley
HU17 7PS
SCALE 1 plus S.S.A.
Required for April, 1985, a general teacher for children with moderate learning difficulties in the age range 10 - 14 years. Experience in team teaching and physical education would be an advantage.
Application forms and further details are available from the Headteacher of the school (s.a.e. please) to whom completed forms should be returned by 11th March, 1985. (40718) 160022

NORFOLK
CHAPEL ROAD SCHOOL
Attleborough
Day School for children with severe learning difficulties
Assistant Teacher Scale 1 plus S.S.A. with responsibility for small class or children with reasonable mental handicaps.
Required as soon as possible.
Application forms and further particulars available on receipt of s.a.e. from County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL to whom completed forms should be returned by 15th March, 1985. (40868) 160022

NORFOLK
FRED NICHOLSON SCHOOL
Toftwood, Dereham
Houseparent required as soon as possible to be responsible for a group of senior girls at this boarding school for children with learning problems.
Experience of working with physically handicapped children would be an advantage.
Salary Scale £4,611 - £6,420 (unqualified) or £4,611 - £6,810 (qualified).
Application forms and further particulars on receipt of s.a.e. from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL.
Completed forms should be returned by 18th March, 1985. (40867) 160022

SOLIHULL
EDUCATION COMMITTEE
HAZEL OAK SCHOOL
Hanslope Road, Shirley, Solihull
SCALE 1 PLUS SSA
Required for 2nd April
TEACHER OF DEAF
Required from the Summer Term 1985 or as soon as possible thereafter, suitably qualified and experienced teacher of the deaf for children with moderate learning difficulties.
The person appointed will assume responsibility for a class of senior pupils, as well as some pupil - PE through out the school.
Application forms and further details from the Headteacher, Tel. 021-744-1192. Closing date 15th March 1985. (40955) 160022

WILTSHIRE
MARLBOROUGH ST. MARY'S & ST. SAVIOUR'S C.E. (C) SCHOOL
The Common, Marlborough SN8 1JT
N.O.R. 65
Teacher for Deaf required as soon as possible for small group of junior aged children with severe hearing and associated disorders.
Application forms and further details from the Headmaster. Closing date for completed forms 15th March, 1985. (40944) 160022

LOTHIAN
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
CAREERS OFFICER, BATHGATE CAREERS OFFICE
Duties include individual vocational guidance, interviewing of statutory and client school leavers, group work, and liaison with schools and employers. There will be no work with young people on Youth Training Schemes.
Applicants should possess the Diploma in Careers Guidance but exemptions will be accepted from students who have completed successfully the full time courses leading to the Diploma.
Salary on scale £7,746 - £9,795.
Application forms may be obtained from the Divisional Education Office, Personnel Division, No. 40 Torphichen Street, Edinburgh.
The closing date is 15th March 1985. (40102) 170000

Appointments in Scotland

SUMMER EFL TEACHERS. Teachers (graduate status) required for July/Aug. EFL courses in Edinburgh and Glasgow and at many other centres throughout the U.K. Experience and ability to participate in social/cultural events preferred. Details from Nord-Anglia, 49 Fau Lane, Manchester M20 8WU. (44567) 170000

DUNDEE COLLEGE OF EDUCATION
SCOTTISH OPEN TECH TRAINING AND SUPPORT UNIT – SCOTTSU POST OF

PROJECT MANAGER
(UP TO 18K) SCOTTSU which is housed in Dundee College of Education and at present funded entirely by the MSC Open Tech, requires a full-time Project Manager.
The project's main remit is to provide consultancy, advice and training on aspects of Open Learning for Seventeen Open Tech Operational Projects, mainly in Scotland. This is done by Workshops, Visits and Open Learning Courses.
The New Manager will, however, also be expected to market the services of the unit to Educational Institutions, Training Organisations and Industry beyond the Open Tech with the eventual aim of making SCOTTSU a self-sustaining unit.
The initial contract will run from 1 May 1985 (or as soon as possible thereafter) until 30 September 1986. In the event of a self-sustaining role being achieved, an extension of the contract would be considered.
The successful applicant will be expected to have drive and enthusiasm and experience in at least two of the following areas:
Open Learning/Educational Technology
Industrial Training
Marketing
The salary will be at Senior Lecturer Level in the range £12,777 – £18,104 (under review).
Application forms, which may be obtained together with Conditions of Appointment and Statement of Duties from The Principal, Dundee College of Education, Gardyne Road, Broughty Ferry, Dundee DD5 1NY, should be returned to him not later than Friday 15 March 1985. (12228)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS
Applications are invited from registered teachers for the undernoted posts.

NURSERY
HEAD TEACHER Responsibility Allowance £1877
Reference D Woodlands Nursery School, Livingston

PRIMARY
HEAD TEACHER Responsibility Allowance £1323
Reference D Seafield Infant School, Bathgate

SECONDARY
TEACHER
Reference D *Inveralmond Community High School, Livingston — Mathematics
Salaries will be in accordance with the current Scottish Teachers Salaries Memorandum.
*A special payment of £495 per annum is made in respect of the liability to undertake work on a sessional basis comprising 10 out of a possible 15 sessions per week including a maximum of two evening sessions.
Housing may be available for these posts. Further information and application forms may be obtained from the Divisional Education Officer, West Lothian Division, 69/81 High Street, Linlithgow, EH49 7HE.
Candidates should specify for which post they wish to apply.
Closing date for applications is 15 March 1985. (14067)

FIFE REGIONAL COUNCIL
DUNFERMLINE, BEANSTALK NURSERY
HEADTEACHER
Responsibility Element £3168
Beanstalk Nursery is a joint Education/Social Work venture placing nursery provision from birth to school entry, and is purpose built to provide a flexible pre-school family support service. The post would offer the right person a chance to widen their personal experience with young children and also provide the opportunity of working creatively alongside parents. We need an enthusiastic and understanding person who is committed to forging strong links with families, the local community and other agencies.
Applications are invited from suitably qualified and experienced registered teachers who have had experience of working with young children and their families. It would also be helpful if applicants have had some experience of staff management.
For informal enquiries and further particulars, contact Mrs. Maconachie, Assistant Head, Dunfermline 720190.
Application forms may be obtained from the Director of Education, Regional Offices, Wamyss field, Kirkcaldy, to whom completed forms should be returned not later than Friday 15th March, 1985. (12229)

Independent Schools

Remedial and Special Needs Teaching Posts

Other Assistants

LONDON
SCHOOL IN NORTH LONDON
Requires part-time remedial teachers up to 'O' Level immediately. Please contact Mrs Sharer 800 8618.
Applicants must have been unemployed for 6 months if under 25 and one year if over 25. (39010) 181084

By Subject Classification

Art and Design

Heads of Department

RUTLAND
OAKHAM SCHOOL
HMC. Independent, co-educational, boarding/day. 700 pupils 11 - 18
TEACHER OF ART AND HISTORY OF ART
An experienced teacher of Art and History of Art is required for September 1985. The person appointed will be responsible for the teaching of painting and drawing to 'O' Level and to share the teaching of 'A' Level History of Art. An interest in pastoral responsibility and a willingness to participate in the general life of the School is essential.
Letters of application with full c.v. and the names of two referees (and requests for further information) to: The Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DT. (34693) 181234

APPOINTMENTS IN SCOTLAND
continued.

COMHAIRLE NAN EILEAN
PRINCIPAL
(£19,108)
Lews Castle College, Stornoway

Lews Castle College is an educational establishment of 50 teaching staff and 420 students, which shares its campus with an S3/S4 school of 200 pupils following 'O' and Standard Grade courses.
The Principal has responsibility for the organisation and development of the college, including liaison with schools and industry and other agencies. The college offers a wide range of courses ranging in level from Link and various YTS courses through to Higher Diplomas in Business Studies, Computer Studies, Secretarial Studies and the Higher Certificate course in Mechanical and Production Engineering.
The present Principal retires in August 1985. Applicants should hold a post of responsibility, be able to demonstrate a high level of skills in Management, Communication and Administration and have an extensive knowledge of Further Education courses at both craft and technician levels.
Information from Mr. D.K. MacLeod, Assistant Director of Education. Tel. (0851) 3773 Ext 483.
Salary quoted includes Islands Allowance £587. Full removal expenses and assistance with housing where possible.
Application forms and job descriptions from the Director of Administration (Personnel), Council Offices, Sandwick Road, Stornoway. Tel. (0851) 3773 Ext 213.
Closing date 15 March 1985. (14078)

EDINBURGH MERCHANT COMPANY SCHOOL
GEORGE WATSON'S COLLEGE
Teacher of Physical Education
Applications are invited for the post of Assistant in the Physical Education Department (girls) from Monday 26th August 1985.
George Watson's is a co-educational school with a Secondary Department of approximately 1230 pupils and excellent P.E and recreational facilities.
Applicants must be fully trained and either registered or eligible for registration with the General Teaching Council.
Salaries in accordance with the National Scales.
The successful applicant will be expected to teach gymnastics, dance, swimming and games.
Applications giving age, education, training and experience, together with the names of two referees should be sent to The principal, George Watson's College, Colinton Road, Edinburgh, EH10 5EQ, by Monday 11th March 1985. (12237)

Other Assistants

HAMPSHIRE
EMBLEY PARK SCHOOL
Romsey
(Independent Boarding & Day School for 160 boys, age range 11 - 18)
Required in September 1985 a qualified Art Teacher, preferably with some experience to teach the subject throughout the school to 'O' level standard. Willingness and ability to help with school sport or The Duke of Edinburgh's Award Scheme.
Applications, together with the names and addresses of two referees, should be sent to the Headmaster. (40806) 181244

Classics

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
Independent R.C. Boarding School for 330 girls 10 - 18)
G.S.A. Member
Required for September 1985, a graduate to teach Latin throughout the school. A second teaching subject, preferably English or R.E. and a willingness to help with extra curricular activities would be an advantage.
Salary according to Burnham.
Applications with C.V. and the names and addresses of 2 referees to be sent to the Headmistress, St Mary's School, Ascot, Berks., SL5 9JF. (39220) 181624

KENT
BECKENHAM CONVENT SCHOOL
Independent Boarding and Day School for girls, 11 - 18)
Required for September, full-time teacher for Latin to 'O' level, with Religious Education, English and Classical Studies in lower forms.
Burnham Scale
Applications, with full cv., and names of two referees to the Headmistress, Beckenham Convent School, 79 Foxgrove Road, Beckenham, Kent BR3 2BH. (34339) 181624

KENT
SEVENOAKS SCHOOL
A co-educational Boarding and Day School with 900 pupils, including a Sixth Form of 400
Required for September 1985 a man or woman graduate CLASSICIST to teach Latin, Greek and Classical Civilisation to Oxbridge Entrance level in a Department of high academic standards. Sporting or other extra curricular expertise will be looked for. Salary above Burnham and Housing available.
Write or ring for details, Headmaster, Richard Barker, Sevenoaks School, Sevenoaks, Kent, TN13 1HU. Tel: (0732) 455133. (41175) 181624

SURREY
REED'S SCHOOL
Require an Assistant Teacher of CRAFT, DESIGN & TECHNOLOGY Section. (34386) 181294

MANCHESTER
WITHINGTON GIRLS' SCHOOL
Wellington Road, Manchester M14 4BL
Required in September 1985, a part time teacher of Latin and Greek who could share in the work to 'A' level standard.
Letters of application including full curriculum vitae and names and addresses of two referees should be sent to the Headmistress at the school. (40817) 181624

Commercial Subjects

Other Assistants

MANCHESTER
CITY COUNCIL
LORETO COLLEGE
Chichester Road, Manchester M15 5ZA
TEACHER OF SECRETARIAL STUDIES Scale 1/2/3
Required for Easter or Summer 1985.
An enthusiastic and versatile teacher to take specialist subjects to join a department of six staff running LCCI and RSA Group certificates, CSE/GCE General level Certificates, and single subject courses in office skills for RSA I, II and III examinations.
Application to the Principal with the names of two referees as soon as possible.
AN EQUAL OPPORTUNITY EMPLOYER. (40118) 181824

Computer Studies

Other Assistants

HEREFORD
HEREFORD CATHEDRAL SCHOOL
For September, 1985, a Master or Mistress capable of teaching Computing at all levels (including 'A' level).
Details from the Headmaster, Cathedral School, Hereford HR1 2NN. (40088) 182024

SOMERSET
MILLFIELD SCHOOL
Required for September 1985:
Teacher of COMPUTER STUDIES in an expanding department. Extra-curricular involvement essential (ability to coach basketball or netball considered a small bonus).
Apply to Headmaster, Millfield School, Street, Somerset BA16 0YD, giving curriculum vitae and the names of two referees. (40184) 182024

HERTFORDSHIRE
Required for September 1985 a teacher of computing at all levels in the School. The main School resource consists of a laboratory of 40 BBC Model B networked microcomputers. All boys take a course in computing in their first 3 years and 'A' level courses are offered in the 6th Form. Computers are also used for teaching by a number of other departments and for individual use in the Library. There is also an opportunity for assisting with Adult courses.
While Computing would be the prime responsibility, a willingness to be fully involved in the life of a mixed boarding school is looked for. There are opportunities to act as a tutor and to help with boys or girls sports and other activities. Single accommodation is available.
Applications with curriculum vitae and the names of 2 referees to the Headmaster, Rydal School, Colwyn Bay, Clwyd LL49 9DA. (34851) 182024

NORTH WALES
RYDAL SCHOOL
Colwyn Bay
(HMC 150 pupils aged 11 - 18 years)
Required for September 1985 a well-qualified teacher of COMPUTING to begin in the Senior and the Preparatory Schools (i.e. 11 to 18 year groups). A Computer Centre has just been installed. The person appointed would have the task of developing this essential activity and of encouraging its use within other academic departments. Teaching experience essential but enthusiasm and versatility are. Single accomodation available. Salary Burnham plus in accordance with qualifications and experience.
Applications with curriculum vitae and the names of two referees to the Headmaster, Rydal School, Colwyn Bay, Clwyd LL49 9DA. (34851) 182024

ALL HALLOWS SCHOOL,
Ditchingham, Bungay, Suffolk.

On behalf of the Community of All Hallows the Governors invite applications for the post of resident

DEPUTY HEAD

of this Anglican boarding and day school for girls aged 8 – 18 years. The appointment to take effect from 1st September 1985.

Applicants should be fully qualified female graduate teachers, communicant members of the Church of England and prepared to take a full part in the pastoral and academic life of the school. Salary according to Burnham Scale.

Full details of the post available from the Headmistress at the school, to whom applications should be sent together with names and addresses of two referees. Previous applicants need not re-apply. (12308)

ST. PAUL'S SCHOOL

HEADSHIP

The Governors of St. Paul's School invite applications for the above post for September 1986 following the retirement of the High Master, Mr J.W Hele.

Details of the post and method of application may be obtained from the Clerk to the Governors of St. Paul's School, Mercers' Hall, Ironmonger Lane, London, EC2V 8HE. (14070)

RICKMANSWORTH MASONIC SCHOOL (G.S.A.)
(500 girls: 105 Sixth Form)
Required for September – because of promotion to a Headship of the present holder.

ASSISTANT HEAD (RESIDENTIAL)
(Senior Teacher Post)

The person appointed will have had good experience of boarding and will be responsible for leading the residential team. The wardenship of the Sixth Form house is also involved.
Comfortable accommodation including 3 bedrooms is available.
Further details and application forms from the Headmaster, Rickmansworth Masonic School, Chorleywood Road, Rickmansworth Herts, WD3 4HF. (31799)

ST GEORGE'S SCHOOL FOR GIRLS EDINBURGH

Applications are invited for the appointment as

HEAD

from 1st January 1986 (or as soon as possible thereafter) when the present Headmistress, Mrs J L Clanchy, MA, Dip. Ed., takes up her appointment as Head of North London Collegiate School.
St. George's has over 850 pupils from the age of 5–18, including 110 boarders. There are 150 pupils in the Sixth Form and the School has proud academic traditions.
Details of the post and method of application may be obtained from The Secretary of St George's School for Girls, 64 Queen Street, Edinburgh, EH2 4ND. Completed applications to be returned to that address by 30th March 1985. (10666)

DAVIES'S COLLEGE
LONDON WC1

New appointments will be made for September in Management studies and Computing (A levels and diplomas)

A Head of Department

post is available

Please telephone 01-405 2933 for details

Education

SECONDARY

DS/76/8 FRENCH/GERMAN
(To 'A' Level)
Scale 1
Woodlands School, Blenheim Drive, Allestree, Derby, DE3 2LW. (Derby 551921).
(11-16; NOR 1273)

HW/41/13 BOYS PE (Summer Term Only)
Scale 1
Anthony Gell School, Wirksworth, Derby, DE4 4DX. (Matlock/Ith 2826).
(11-16; NOR 956)

SPECIAL

HW/39/13 Teacher for Senior Pupils with severe learning difficulties
Scale 1 (3).
Boothby Meadows School, Cookayne Avenue, Ashbourne, Derbyshire, DE6 1EJ. (Ashbourne 44674)
(4-16; NOR 3) Dby

Application forms and particulars (SAE please) from the Headteachers, unless otherwise stated.
Closing dates 15 March 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE
County Council

DORTON HOUSE SCHOOL FOR THE BLIND AND PARTIALLY-SIGHTED CHILDREN

SEAL, SEVENOAKS, KENT.

Dorton House School offers specialist education and care to 85 boys and girls aged 5 to 16 who have severe visual impairment. In 1983 a new school block was opened by HRH Duchess of Gloucester and the Mansion House is being refurbished as a residential and leisure area.
Under a DES National proposal for the visually handicapped, Dorton House School is to play a leading role in Secondary Education for these pupils in the South-East of England.
We are looking for three Scale 2/S Teachers for September 1985 to organise programmes leading to GCSE examination success in Science, Geography, Social Studies and English. We are very much a mixed-ability school with a small group of very clever pupils.
Preference will be given to candidates with experience of visually handicapped pupils and all teachers are required to complete a specialist two-year distance Teacher-Training Course in the field according to current DES regulations. The posts are non-resident but standard extraneous duty arrangements operate in the region of 8 hours per week.
Applications must reach Dorton House School by 15th March 1985 and requests for application forms must be addressed to The Headmaster. (6126)

INDEPENDENT EDUCATION
continued

Craft, Design & Technology

Heads of Department

LONDON
ST. PAUL'S GIRLS' SCHOOL
Brook Green, London W6
HEAD OF DEPARTMENT
Required for September 1986 (or possibly earlier) an enthusiastic and imaginative person to help establish a new Craft, Design, Technology Department which will work in close collaboration with the Art and Physics Departments.
Salary Burnham Scale 4 with Inner London Weighting Allowance. Other benefits.
Please apply in writing to the High Mistress, enclosing a curriculum vitae and the names, addresses and telephone numbers of two referees. (40037) 182116

Other Assistants

SUFFOLK
ROYAL HOSPITAL SCHOOL
Ipswich, Suffolk IP9 5JY
Please see main display advertisement under 'Independent Other than by subject'. (40009) 182184

SURREY
REDS'S SCHOOL
Cobham, Surrey
(H.M.C. 535 Pupils 11 - 18)
CRAFT, DESIGN AND TECHNOLOGY
Required September 1985 an Assistant Teacher of Craft, Design and Technology.
Increasing interest in the Design area has made it necessary to appoint an extra member of staff who can also offer some expertise in Art.
Salary: Above Burnham with Area Weighting.
Accommodation is available for a single person.
Please apply with curriculum vitae and the names and addresses of two referees to the Headmaster, from whom further details may be obtained. (34385) 182154

Economics & Business Studies

Heads of Department

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RB
Independent 600 girls
Required for September Head of Expanding BUSINESS STUDIES department, teaching up to and including A level.
Please apply in writing to the Headmistress, giving two names for reference. Closing date 5th March. (39178) 182218

N. WALES
RYDAL SCHOOL
Colwyn Bay
(HMC Independent Co-Educational 1 158 in VIth form)
Required for September 1985 a good honours graduate to take sole responsibility for the teaching of ECONOMICS/POLITICS/BUSINESS STUDIES mainly in the 6th form and up to Oxbridge standard. A lively Department with excellent facilities and 'A' level students. Ability to help with the coaching of games especially cricket and hockey would be strongly recommended. Salary is Burnham plus with Assoc post according to experience. Accommodation may be available for a single person.
Please apply with curriculum vitae and the names of 2 referees to the Headmaster, Rydal School, Colwyn Bay, North Wales, LL29 7YP. Tel: (0492) 518274 (40445)

MERCHANT TAYLORS' SCHOOL
Northwood, Middlesex HA6 2HT
Telephone: Northwood 21850
require for September a teacher of
DESIGN & TECHNOLOGY
and a teacher of
ECONOMICS & GEOGRAPHY
Teaching available to the highest level. Ideal candidates will want to play a full part in the life of the School – a Christian foundation that has always by statute "admitted pupils of all nations and countries".
Further details of this appointment may be obtained from the Headmaster. (1212)

WEST YORKSHIRE
RIPPERHOLME GRAMMAR SCHOOL
Halifax HX3 8JE
580 boys (11 - 18) Sixth Form 75
Becoming Independent and Co-educational from September next
Well qualified Graduate as **HEAD OF ECONOMICS** (Scale 3) required from September 1985; to be responsible for the teaching of Economics to University entrance standard. Willingness to assist with games/creative curricular activities a strong recommendation.
Apply by letter (no forms), giving curriculum vitae, and names and addresses of 2 referees to the Headmaster Designate, 38 Fulneck, Crosscant, Pudsey, Yorkshire LS28 8DH. (28184) 182218

NORTH YORKSHIRE
ASHVILLE COLLEGE
Harrogate
(H.M.C., 11 - 18 co-educational, boarding and day)
Required in September a graduate teacher to be responsible for the teaching of ECONOMICS and BUSINESS STUDIES mainly in the 6th Form. Salary Resident accommodation available for single staff. Willingness to assist with extra-curricular activities is expected. Expertise in a major sport would be particularly welcome. All staff are honorary members of the school Sports Club, with free use of sports hall and indoor pool.
Apply without delay to the Headmaster, enclosing full c.v. and names of two referees. (40437) 182218

WORCESTER
ROYAL GRAMMAR SCHOOL
Worcester, WR1 2NJ
(H.M.C. 11 - 18, 900 in VI form)
ECONOMIST required for September for 'A' level work in a strong department. Interest in one or more of Geography, Industrial Studies, Computers or Careers recommended.
Applications with curriculum vitae and two referees to Headmaster, Royal Grammar School, Worcester, WR1 2NJ. Tel: (0905) 25594 (40425)

English

Heads of Department

EDINBURGH
ST. MARGARET'S SCHOOL
Edinburgh
Independent school, 850 girls 5 - 18, 600 approx. in Senior School
Required for September 1985, HEAD OF ENGLISH to run department of 6 and to teach throughout Senior School (12 - 18) to SCE Highers and Standard Grade levels, also A-level and SYS.
Salary in accordance with the Scottish Teachers' Salaries Memorandum of Government Superannuation.
Application, with the names of two referees, to the Headmistress, St. Margaret's School, East Suffolk Road, Edinburgh EH16 5PJ. Further information available upon request 031-668 2811. (40026) 182416

KENT
BETHANY SCHOOL
Goudhurst, Cranbrook
250 boys, 11 - 18, mainly boarding (see PSVB-SHMIS)
Head of ENGLISH DEPARTMENT required for September, 1985. Boy/Girls Unit fully integrated into school curriculum: this is an important appointment, especially suitable for someone with special experience.
Full details available from Headmaster; application with c.v. and two referees. (34187) 182416

LONDON
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
HEAD OF ENGLISH
Required for September 1985. Well qualified and experienced teacher to run the English Department and to teach English throughout the school to Oxbridge level. Burnham Scale according to experience. The Senior School has 520 girls with 135 girls in the Sixth Form.
Applications by letter with curriculum vitae and the names of two referees to The Head Mistress, Notting Hill & Ealing High School, 2 Cleveland Road, London W13. (33403) 182418

SOUTHAMPTON
THE ATHERLEY SCHOOL
Hill Lane, Southampton
Required for September 1985 a graduate teacher of English to share the teaching of [illegible] throughout the school to GCE Advanced Level and Scholarship level and College Entrance level. Salary Burnham Scale [illegible]. Accommodation could be available.
Apply with curriculum vitae, references and names of two referees to the Headmistress, The Atherley School, Hill Lane, Southampton SO1 5AA. (40417) 182416

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
Ware
H.M.C. Independent Catholic boarding and day school
Required for September 1985 a well-qualified graduate to teach English throughout the school to 'O' level and some 'A' level. Burnham Scale 3 according to age and experience. Extra curricular assistance would be very welcome. Accommodation may be available.
Applications, including the names of two referees, should be sent to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Herts. SG11 1DU. (40446) 182284

WORCESTER
ROYAL GRAMMAR SCHOOL
Worcester, WR1 2NJ
(H.M.C. 11 - 18, 900 in VI form)
ECONOMIST required for September for 'A' level work in a strong department. Interest in one or more of Geography, Industrial Studies, Computers or Careers recommended.
Applications with curriculum vitae and two referees to Headmaster, Royal Grammar School, Worcester, WR1 2NJ. Tel: (0905) 25594 (40425)

Other Assistants

BERKSHIRE
DOWNSHIRE HOUSE
Cold Ash, Newbury, Berks.
Girls' Independent Boarding School for 400, 11 - 18 years
Required for September 1985, graduate in English to teach throughout the school. Salary based on Burnham Scale 3.
Applications in writing to the Headmistress with full c.v. and the names, addresses and telephone numbers of two referees. (40860) 182424

CANTERBURY
ST.EDMUND'S SCHOOL
CHOIR MASTER
Required in September, a well-qualified and energetic person to teach music in the Senior School (13 plus) and, if desired, play the organ for services. The Choir of 24 boys and 'A' Level work will distinguish and contribute to extra-curricular activities with 29 resonant acoustic. (Ability in Football, hockey, cricket would be a special recommendation). Burnham Scale according to qualifications and experience.
Apply with the names and addresses of at least two referees to The Headmaster, St. Edmund's School, Canterbury, Kent CT4 6HU. (28566) 182424

GLOUCESTERSHIRE
WESTONBIRT SCHOOL
Tetbury
Required for September 1985 well qualified graduate to share the teaching of [illegible] throughout the school to GCE Advanced Level and Scholarship level and College Entrance level. Salary Burnham Scale [illegible]. Accommodation could be available.
Apply with curriculum vitae, references and names of two referees to the Headmistress, Westonbirt School, Tetbury, Gloucestershire GL8 8QG. Tel: (0666) 880333 (40447) 182424

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL FOR GIRLS
Townsend Avenue, St. Albans, Herts. AL1 3SJ
(Tel: St. Albans 53800)
C. of E. Girls School. G.S.A. 450 girls, 100 in Sixth Form.
Required for September 1985 ENGLISH GRADUATE to teach throughout the Senior School to university entrance standard. Burnham Scale 1 or 2 according to qualifications and experience. Ability to teach IB/A-level and to manage School Production would be a strong recommendation.
Applications in writing with names and addresses of two referees to Headmistress, from whom further particulars are available. (40748) 182424

KENT
ASHFORD SCHOOL
(500 girls 11 - 18)
Required September 1985 Graduate to join department of 5 to teach throughout the school up to and including A-level. An interest in Library work would be an advantage. Burnham Scale 1 or according to qualifications and experience.
Further details on application to the Headmistress, Ashford School, East Hill, Ashford, Kent. (40810) 182424

LONDON
FRANCIS HOLLAND SCHOOL
Clarence Gate, London
Required in September, graduate to teach English throughout the school to A-level.
Please apply (no forms) to the Headmistress with a c.v. and the names, addresses and daytime telephone numbers of two referees. (34383) 182424

MIDDLESEX
THE JOHN LYON SCHOOL
HMC Day School - 660 Boys
Good Honours Graduate required for September to teach English throughout this selective school to O and A level and Oxbridge standard. A practical interest in Drama and an ability to contribute fully to the general life of the school will be an advantage. Inner London Weighting. Burnham Scale 1 plus John Lyon Allowance plus Inner London Weighting.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to: The Headmaster, The John Lyon School, Harrow on the Hill, Middlesex HA2 0HN. (40812) 182424

NORTH LONDON
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3717
Wanted for September 1985: A teacher of English for this 11 - 18 boys' school. O-level courses are taught to form of the new examinent in the profession with a successful teaching record is sought. A generous salary is available for a good English specialist who can, in addition, offer some coaching in a subsidiary subject.
Full particulars may be obtained from the School Secretary. Letters of application, giving the names, addresses and telephone numbers of two referees should be sent to the Headmaster. Interviews will be held on the beginning of March. (34004) 182424

NORTH YORKSHIRE
SCARBOROUGH COLLEGE
A well-qualified and enthusiastic teacher of English is required for September 1985 to teach throughout the school. A willingness to help with the department's extracurricular activities is essential. This post is open to newly qualified graduates, although a Scale post may be available to suitably qualified candidates.
Closing date: 8th March. (34351) 182424

OXFORD
OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(Day girls, 9 - 18, 140 in Sixth Form)
Required for September 1985 an English teacher to teach throughout the Senior School to Oxbridge standard in a pre-university style. Applicants with high academic standards (e.g. Scale 1 post 1 year) would be considered for a first or second appointment.
Application forms, job specification, and the names and addresses of two referees should be sent to the Headmistress immediately. Closing date for applications: Friday 15th. (40813) 182424

OXFORD
OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(Day girls, 9 - 18, 140 in Sixth Form)
Required for September 1985 a graduate to teach throughout the school to university entrance standard. Burnham Scale 1 plus John Lyon Allowance plus Inner London Weighting.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmistress immediately. Closing date for applications: Friday 15th. (40813) 182424

READING
THE ABBEY SCHOOL
Reading
Independent
ENGLISH GRADUATE
Required in September 1985 to teach throughout the school. University entrance standard. Burnham Scale according to qualifications and experience.
Please apply to the Headmistress with full curriculum vitae. (40216) 182424

SURREY
KING EDWARD'S SCHOOL
Witley (near Godalming)
(HMC - co-educational, boarding: 520 pupils 11 - 18)
Required for September, good honours English graduate able to teach through school to University entrance. Experience or special interest such as the management of or active organisation of some other major aspect of a lively department would be looked for. Full commitment to extra-curricular boarding school life, with interest in games or qualification to coach one of the activities will be important recommendations. The post may be resident or non-resident, Surrey Burnham according to experience, plus residential emoluments. (40155) 182424

Geography

Heads of Department

CHESHIRE
ABBEY GATE COLLEGE
Saighton Grange, Saighton, Chester CH3 6EG
Tel: Chester (0244) 332077
Headmaster: M.B. Fletcher, B.Ed.
Expanding 11 - 18 Independent Co-ed Day School
Roll 330, Opened in 1977
HEAD OF GEOGRAPHY
Required for September 1985. This new post requires an experienced and enthusiastic graduate to lead and improve the curriculum including 'A' level and Upper School. Experience of organising courses with the full range together with proven teaching and administrative ability sought. Ability to teach Economics or Business Studies to 'A' level an advantage.
Scale 3 for a suitably qualified candidate.
Applications should be received by 18th March 1985. (39188) 182618

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
3 Maresfield Gardens
(G.P.D.S.T.)
Required for September 1985, well-qualified and experienced graduate as Head of Geography Department. Scholarship level responsible with 485 girls in the Upper School, including a Sixth Form of 140. Scale 3 post.
Apply in writing in Headmistress giving names of referees. (40850) 182618

Other Assistants

DORSET
CONVENT OF THE SACRED HEART
Carlton Road, Weymouth, Dorset
GRADUATE required for September 1985 to take responsible for teaching GEOGRAPHY throughout the school to 'A' level. Ability to help with extra-curricular activities essential. This post is open to newly qualified graduates, although a Scale post may be available to suitably qualified candidate.
Closing date: 8th March. (34351) 182424

LONDON SE3
Required for September 1985, Geography teacher up to GCE 'A' Level in Upper School of small independent boys' day and boarding school.
Please contact Christ's College, Blackheath, SE3 7AR (0693 - 29449) for application form. (39469) 182424

MARLBOROUGH
MARLBOROUGH COLLEGE
Wiltshire
(750 boys aged 13 - 18; 100 girls aged 16 - 18)
Wanted for September 1985 a graduate to teach Geography. Some A level work available. Willingness to be a games coach important - hockey, swimming or tennis. Experience helpful. Accommodation available. Salary above Burnham.
Applications (with curriculum vitae and the names, address and phone number of two referees) to the Headmaster, Marlborough College, Wiltshire SN8 1PA. Tel: (0672) 52140. (40813) 182424

OXFORD
OXFORD HIGH SCHOOL
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(Day girls, 9 - 18, 140 in Sixth Form)
Required for September 1985 a graduate to teach throughout the Senior School to university entrance standard. Burnham Scale 1 plus John Lyon Allowance plus Inner London Weighting.
Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmistress immediately. Closing date for applications: Friday 15th. (40813) 182424

READING
THE ABBEY SCHOOL
Reading
Independent
ENGLISH GRADUATE
Required in September 1985 to teach throughout the school. University entrance standard. Burnham Scale according to qualifications and experience.
Please apply to the Headmistress with full curriculum vitae. (40216) 182424

SURREY
KING EDWARD'S SCHOOL
Witley (near Godalming)
(HMC - co-educational, boarding: 520 pupils 11 - 18)
Required for September, good honours English graduate able to teach through school to University entrance. Experience or special interest such as the management of or active organisation of some other major aspect of a lively department would be looked for. Full commitment to extra-curricular boarding school life, with interest in games or qualification to coach one of the activities will be important recommendations. The post may be resident or non-resident, Surrey Burnham according to experience, plus residential emoluments. (40155) 182424

History

Heads of Department

ISLE OF MAN
KING WILLIAM'S COLLEGE
Isle of Man
(H.M.C. Boarding/Day, Girls in the Sixth Form September 1985)
HEAD OF HISTORY
Required from 3rd June or as soon as possible thereafter for one year a temporary Assistant Master of History to cover Mr. Stephen Kelly's absence on a department of Education and Science secondment.
Apply to Head Mistress giving details of qualifications and experience. (34877) 182424

Home Economics

Heads of Department

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding and Day School for 430 girls with a Sixth Form of 100
HOME ECONOMICS
Graduate Head of Department of Home Economics required September 1985 to join a department of four part time teachers. Applicants must have a Diploma in Home Economics or Advanced Certificate in Home Economics and be able to teach up to 'A' level. Experience of organising courses across the full range together with proven teaching and administrative ability sought. Ability to teach Economics or Business Studies to 'A' level an advantage.
Scale 3 for a suitably qualified candidate.
Applications should be received by 18th March 1985. (39188) 182618

SHEFFIELD
BIRKDALE SCHOOL
Sandygate Road, Sheffield S10 5RG
Required for September 1985 a well qualified graduate to teach throughout the school. Teaching practice in Sheffield essential and applicants should be ready to put in some time with the Duke of Edinburgh's Award Scheme. Ability to help with extra-curricular activities is preferred. Experience of Sixth Form teaching is desirable. Salary Burnham Scale 3 plus Inner London Weighting Allowance.
Applications with curriculum vitae and the names and addresses of two referees to the Headmaster, Birkdale School, Sandygate Road, Sheffield S10 5RG. Tel: (0742) 660911 (40897) 182424

INDEPENDENT EDUCATION
continued

Other Assistants

SUSSEX
ST LEONARDS-MAYFIELD SCHOOL
C&A Independent RC School for girls (11 - 18), boarding and day (520 in school)
Required for September 1985 full-time well-qualified teacher of Needlework, willingness to assist with extra-curricular activities would be an advantage. Salary on Burnham Scale according to qualifications and experience.
Please apply with curriculum vitae and names of two referees to the Headmistress, St Leonards-Mayfield School, The Old Palace, Mayfield, East Sussex TN20 6PH, by 15 March 1985. (40807) 182424

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury
(Independent Boarding and Day School for 300 girls aged 11 - 18)
An interesting vacancy will occur in September 1985 for an enthusiastic young graduate to work in the Wing of the expanding Home Economics department teaching throughout the school to 'O' and 'A' level, the latter which carries a teaching commitment of about ¾ of a timetable is combined with the post of resident Assistant Mistress in a boarding house for 50 girls aged 11 - 18, for whom the successful will assume full responsibility when Housemistress is off duty. Good self-contained single accommodation and full board and lodging in term time. Burnham Scale 1. Inner London Weighting.
Candidates should submit a letter of application and full curriculum vitae together with names and addresses of two referees to the Headmistress, Godolphin School, Salisbury, Wiltshire. (34857) 182424

LONDON
CITY OF LONDON SCHOOL
EC4V, 900 day boys 11 - 18
Required for September, for 1985, a well-qualified graduate to teach History throughout the school; there will be a good measure of extra-form work.
Applications, including a full curriculum vitae and the names, addresses and telephone numbers of three referees, to be received as soon as possible to the Headmaster, City of London School, Queen Victoria Street, London EC4Y 0DJ. (40038) 182424

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon OX14 1BE
(C. of E. day and weekly boarding school of 800 Girls, (40 in 6th form)
Need for graduate required September 1985 to teach throughout the school from 11 plus to Oxford and Cambridge entrance. Strong general interest in History and ability to help with societies and activities are essential. Experience in the department. Burnham Scale 3 - 1 depending upon qualifications and experience with Inner London Weighting for an enthusiastic beginner.
Applications with full curriculum vitae, names and addresses of two referees to the Headmistress. Date of application 15th March 1985. (39188) 182618

SUFFOLK
ROYAL HOSPITAL SCHOOL
Ipswich, Suffolk IP9 5RX
Please see main display advertisement under 'Independent Other than by subject'. (40009) 182184

WEST YORKSHIRE
WAKEFIELD GIRLS' HIGH SCHOOL
Wentworth Street,
Wakefield, West Yorkshire WF1 3QS
(90 girls, 180 in the Sixth Form)
Required from 3rd June or as soon as possible thereafter for one year a temporary Assistant Mistress of History to cover Mrs. Stephen Kelly's absence on a secondment to the Department of Education and Science.
Apply to Head Mistress giving details of qualifications and experience. (34877) 182424

Home Economics

Heads of Department

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding and Day School for 430 girls with a Sixth Form of 100
HOME ECONOMICS
Graduate Head of Department of Home Economics required September 1985 to join a department of four part time teachers. Applicants must have a Diploma in Home Economics or Advanced Certificate in Home Economics and be able to teach up to 'A' level. Experience of organising courses across the full range together with proven teaching and administrative ability sought. Ability to teach Economics or Business Studies to 'A' level an advantage.
Scale 3 for a suitably qualified candidate.
Applications should be received by 18th March 1985. (39188) 182618

Other Assistants

BERKSHIRE
QUEEN ANNE'S SCHOOL
Caversham, Reading,
Berkshire RG4 6DX
Girls' Independent Boarding and Day School
(360 girls, aged 11 - 18, 110 in Sixth Form)
Required for September 1985, graduate Mathematician to teach to 'O' and 'A' level and university entrance. The appointment is a strong one with large Sixth Form courses. Ability to teach Statistics preferred. Post might suit well qualified new graduate. Resident or non-resident (single accommodation only).
Apply in writing to the Headmistress, giving the names, addresses and telephone numbers of two referees. Further details may be obtained by sending a s.a.e. (31413) 182424

CARDIFF
HOWELL'S SCHOOL
Llandaff, Cardiff
(in association with G.P.D.S.T.)
(520 girls, 11 - 18, girls' grammar)
Required for September 1985 a well-qualified Mathematician graduate to share in the work of a large teaching department, teaching throughout the school to 'A' level and university entrance. Ability to teach A level Mechanics essential. Scale 1 or 2 according to qualifications and experience. New entrants to the profession would be considered.
Further details on application to the Headmistress, Ashford School, East Hill, Ashford, Kent. (40811) 182424

LANCASHIRE
BOLTON SCHOOL, GIRLS' DIVISION (G.P.A.)
Chorley New Road,
Bolton, Lancs. BL1 4PB
(700 girls - 200 Sixth Form)
Assisted Places
MATHEMATICS
Required for September 1985, a well-qualified teacher of Mathematics to teach throughout the school to O and A-level.
SCALE 2 for suitably qualified and experienced candidate.
Applications should be made immediately by letter to the Headmistress, enclosing full C.V. together with details of two referees. (34385) 182424

MARLBOROUGH
MARLBOROUGH COLLEGE
Wiltshire
(750 boys aged 13 - 18; 100 girls aged 16 - 18)
Wanted for September 1985 a graduate to teach Mathematics up to Oxbridge level in a strong department. Accommodation available. Salary above Burnham.
Applications (with curriculum vitae and the names, address and preferably telephone number of two referees) and enquiries to The Headmaster, Marlborough College, Wiltshire SN8 1PA. Tel: (0672) 52140. (40740) 182424

SURREY
KINGSTON GRAMMAR SCHOOL
HMC: 570 Boys and Girls
Required for September 1985 a graduate Mathematician to teach throughout the School including Oxbridge entrance and experience. New entrants to the profession would be considered.
Further details on application to the Headmistress, Ashford School, East Hill, Ashford, Kent. (40811) 182424

LANCASHIRE
BOLTON SCHOOL, GIRLS' DIVISION (G.P.A.)
Chorley New Road,
Bolton, Lancs. BL1 4PB
(700 girls - 200 Sixth Form)
Assisted Places
MATHEMATICS
Required for September 1985, a well-qualified teacher of Mathematics to teach throughout the school to O and A-level.
SCALE 2 for suitably qualified and experienced candidate.
Applications should be made immediately by letter to the Headmistress, enclosing full C.V. together with details of two referees. (34385) 182424

MARLBOROUGH
MARLBOROUGH COLLEGE
Wiltshire
(750 boys aged 13 - 18; 100 girls aged 16 - 18)
Wanted for September 1985 a graduate to teach Mathematics up to Oxbridge level in a strong department. Accommodation available. Salary above Burnham.
Applications (with curriculum vitae and the names, address and preferably telephone number of two referees) and enquiries to The Headmaster, Marlborough College, Wiltshire SN8 1PA. Tel: (0672) 52140. (40740) 182424

HULL
KYMER'S COLLEGE
Hull
R.M.C. 820 pupils. Sixth Form 170
DEPARTMENT OF MATHEMATICS
Required for September 1985, Experienced and enthusiastic graduate to share in the teaching of computer programming among recommendation. Scale 3 for 'A' Level welcome. Burnham Scale 2 for suitably qualified candidate.
Applications with full details and names and addresses of two referees from whom further particulars are available (39141) 182424

KENT
SACRED HEART SCHOOL
BEECHWOOD
Pembury Road, Tunbridge Wells, Kent TN3 9QD
Required in September for this independent Catholic boarding and day school for girls aged 3 - 18, 110 in Sixth Form, a graduate **MATHEMATICS GRADUATE** to teach mainly to 'O' and 'A' level. Ability to teach junior physics an advantage. Possibility of residential post for suitable applicant, but salary scale similar to Burnham.
Apply by letter with full C.V. and referees to the Headmaster, St. George's School, The Hall, Ot Pinbrough, Stowmarket, Suffolk IP14 3EF. Previous applicants need not reapply. Closing date March 14th. (40089) 182424

KENT
ASHFORD SCHOOL
Kent
(680 girls 11 - 18)
Required September 1985, Graduate to join a strong Mathematics department to teach throughout the School: Required for September 1985 a graduate Mathematician to teach throughout the School including 'A' level Mathematics with statistics. Burnham Scale 1, 2 or 3 depending on experience. Inner London Weighting Allowance.
Please apply with curriculum vitae and the names and addresses of three referees to the Headmistress, Ashford School, East Hill, Ashford, Kent. (40811) 182424

LANCASHIRE

EDINBURGH
LORETTO SCHOOL
This non denominational Boys Boarding School with Girls in the Sixth Form, requires for September 1985 a TEACHER OF MATHEMATICS to teach at all levels up to and including S.M.P. A level. A willingness to help with extra curricular activities will be expected. Single or married accommodation available.
Applications to The Headmaster, Loretto School, Musselburgh, Near Edinburgh EH21 7RE from whom further details may be obtained. (40930)

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL FOR GIRLS
Townsend Avenue, St. Albans, Herts. AL1 3SJ
(Tel: St. Albans 53800)
C. of E. Girls School. G.S.A. 460 girls, 100 in Sixth Form
Required for September 1985, graduate to teach **MATHEMATICS**, including C.S.E. and S.M.P. to 'O' Level. Must be competent to teach to 'A' level and university entrance. Assistant Department of 6. Interest in computer programming strong recommendation. Statistics to 'A' Level welcome. Burnham Scale 2 for suitably qualified candidate.
Applications with full details and names and addresses of two referees from whom further particulars are available (39141) 182424

HULL
KYMER'S COLLEGE
Hull
R.M.C. 820 pupils. Sixth Form 170
DEPARTMENT OF MATHEMATICS
Required for September 1985, graduate Mathematician, Scale 1 or 2 according to qualifications and experience. The Mathematics Department is currently fully staffed in public examinations and in Oxbridge admissions. The successful candidate would be expected to teach at all levels.
Letters of application (no forms) with names of two referees should be addressed to the Headmaster, Kymer's College, Hull HU6 7RB. (40137) 182424

Other Assistants

BATH
KING EDWARD'S SCHOOL
Bath
(Ex-Direct Grant, Independent Day School, HMC, 1000 boys)
Required in September 1985 an enthusiastic and experienced graduate to teach MATHEMATICS up to and including A level. The successful applicant would be expected to provide lively Department with over 100 boys studying the subject at A-level.
Application with curriculum vitae and the names of two referees should be sent immediately to The Headmaster, King Edward's School, North Road, Bath BA2 6HU, making mention of any second subject offered. (35997) 182424

EXETER
THE MAYNARD SCHOOL
Exeter
(selective day school: 510 girls, 100 in VI Form)
Required for SEPTEMBER 1985 graduate to teach a good honours degree in Mathematics and appropriate subsidiary qualifications, to take the subject throughout the school to University of London GCE examinations, to 'A' level, Oxford Syllabus B, at Ordinary Level, and Pure Mathematics and Statistics at Advanced Level. Applied Mathematics and Pure Mathematics with Statistics syllabuses at Advanced level. Computing is developing in the school and applicants should be prepared to contribute to courses in Computer Studies at 'A' level. The sports facilities at Burnham with the possibility of rapid promotion to Scale 2.
Apply by letter to the Headmistress, as soon as possible, enclosing curriculum vitae and names of two referees. Initial visits welcomed. (40436) 182424

HERTFORDSHIRE
ABBOT'S HILL SCHOOL
HEMEL HEMPSTEAD
HP3 8RP
(0442 40333)
Independent Girls School up to 'O' Level
HEAD OF MATHEMATICS
Required for September, 1985 a graduate with teaching qualifications. Computer Studies are taught throughout the School and the successful applicant would be responsible for this.

Mathematics

Heads of Department

CHESHIRE
ABBEY GATE COLLEGE
Saighton Grange, Saighton, Chester CH3 6EG
Tel: Chester (0244) 332077
Headmaster: M.B. Fletcher, B.Ed.
Expanding 11 - 18 Independent Co-ed Day School
Roll 330 Opened in 1977
HEAD OF MATHEMATICS
Required for September 1985, experienced and enthusiastic graduate to lead and improve the curriculum including 'A' level and Upper School. Experience of organising courses across the full range together with proven teaching and administrative ability sought. Computers would be an advantage.
Applications by letter to the Headmaster, giving CV and names of two referees. Further details available on receipt of stamped, addressed envelope. Closing date for applications 15th March 1985. (39188) 182618

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL FOR GIRLS
Townsend Avenue, St. Albans, Herts. AL1 3SJ
(Tel: St. Albans 53800)
C. of E. Girls School. G.S.A. 460 girls, 100 in Sixth Form
Required for September 1985, graduate to teach **MATHEMATICS**, including C.S.E. and S.M.P. to 'O' Level. Must be competent to teach to 'A' level and university entrance. Assistant Department of 6. Interest in computer programming strong recommendation. Statistics to 'A' Level welcome. Burnham Scale 2 for suitably qualified candidate.
Applications with full details and names and addresses of two referees from whom further particulars are available (39141) 182424

HULL
KYMER'S COLLEGE
Hull
R.M.C. 820 pupils. Sixth Form 170
DEPARTMENT OF MATHEMATICS
Required for September 1985, graduate Mathematician, Scale 1 or 2 according to qualifications and experience. The Mathematics Department is currently fully staffed in public examinations and in Oxbridge admissions. The successful candidate would be expected to teach at all levels.
Letters of application (no forms) with names of two referees should be addressed to the Headmaster, Kymer's College, Hull HU6 7RB. (40137) 182424

Other Assistants

BATH
KING EDWARD'S SCHOOL
Bath
(Ex-Direct Grant, Independent Day School, HMC, 1000 boys)
Required in September 1985 an enthusiastic and experienced graduate to teach MATHEMATICS up to and including A level. The successful applicant would be expected to provide lively Department with over 100 boys studying the subject at A-level.
Application with curriculum vitae and the names of two referees should be sent immediately to The Headmaster, King Edward's School, North Road, Bath BA2 6HU, making mention of any second subject offered. (35997) 182424

EXETER
THE MAYNARD SCHOOL
Exeter
(selective day school: 510 girls, 100 in VI Form)
Required for SEPTEMBER 1985 graduate to teach a good honours degree in Mathematics and appropriate subsidiary qualifications, to take the subject throughout the school to University of London GCE examinations, to 'A' level, Oxford Syllabus B, at Ordinary Level, and Pure Mathematics and Statistics at Advanced Level. Applied Mathematics and Pure Mathematics with Statistics syllabuses at Advanced level. Computing is developing in the school and applicants should be prepared to contribute to courses in Computer Studies at 'A' level. The sports facilities at Burnham with the possibility of rapid promotion to Scale 2.
Apply by letter to the Headmistress, as soon as possible, enclosing curriculum vitae and names of two referees. Initial visits welcomed. (40436) 182424

Modern Languages

Heads of Department

BRADFORD
BRADFORD GIRLS' GRAMMAR SCHOOL
Bradford BD9 6RB
Independent 600 girls
Required for September Head of EXPANDING MODERN LANGUAGES department, teaching up to and including A level.
Please apply in writing to the Headmistress, giving two names for reference. Closing date 5th March. (39178) 182218

CHESHIRE
ABBEY GATE COLLEGE
Saighton Grange, Saighton, Chester CH3 6EG
Tel: Chester (0244) 332077
Headmaster: M.B. Fletcher, B.Ed.
Expanding 11 - 18 Independent Co-ed Day School
Roll 330 Opened in 1977
HEAD OF MODERN LANGUAGES
Required for September 1985, experienced and enthusiastic graduate to lead and improve the curriculum including 'A' level and Upper School. Experience of organising courses across the full range together with proven teaching and administrative ability sought. Ability to teach Economics or Business Studies to 'A' level an advantage.
Scale 3 for a suitably qualified candidate.
Applications should be received by 18th March 1985. (39188) 182618

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
3 Maresfield Gardens
(G.P.D.S.T.)
Required for September 1985, well-qualified and experienced graduate as Head of Modern Languages Department. Scholarship level responsible with 485 girls in the Upper School, including a Sixth Form of 140. Scale 3 post.
Apply in writing to Headmistress giving names of referees. (40850) 182618

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely
Two vacancies exist for September 1985; a master or a mistress to teach:
(1) French to O,A and S level, with Spanish to O and/or A level.
(2) German to O,A and S level, with French to O and/or A level.
Possibility for appointment as subject head of French for the right candidate.
Willingness to undertake boarding duties (responsibility allowance available) and games coaching a strong advantage.
Salary in accordance with the Ely Salary Scale.
Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available. (40081) 182624

CORNWALL
ST. JOSEPH'S SCHOOL
Launceston
Independent Boarding and Day School for Girls
Required for April, 1985 or September, 1985, a qualified teacher of **FRENCH** and **CHEMISTRY** or **SPANISH** and **CHEMISTRY**.
Salary Burnham Scale. Accommodation is available.
Letters of Application (no forms) with c.v. names and telephone numbers of two referees to the Headmaster, from whom further particulars may be obtained. Tel: (0566) 6988. (34758) 182624

CUMBRIA
CASTERTON SCHOOL
Kirkby Lonsdale
560 Girls, mostly boarders aged 8 to 18 (H.M.C.)
Good honours graduate required for September 1985 to teach FRENCH throughout the 11 - 18 age range, including 'A' and 'O' level. An interest in extra-curricular activities would be a recommendation. Salary Burnham Scale 1.
Apply with full curriculum vitae and names and addresses of two referees in confidence to The Headmaster, Casterton School, Kirkby Lonsdale, Carnforth, Lancs LA6 2SG by March 15th, 1985. (40848) 182624

DORSET
CANFORD SCHOOL
Wimborne
(555 boys, all boarders)
Required for September 1985 a GRADUATE to teach FRENCH to A-level. A willingness to be fully involved in the life of the school is essential.
Please apply with c.v. and the names and addresses of two referees to the Headmaster, Mr. Milton Abbey, Blandford Forum, Dorset DT11 0BT. (40233) 182624

ESSEX
LONDON (essex)
CHIGWELL SCHOOL
Boys' 800 boys/Sixth Form girls
Graduate required from September 1985 to teach French and, if possible, German throughout the Senior and Junior Schools. Willingness to help in extra-curricular activities essential. Salary above Burnham Scale.
Further details from the Headmaster, Chigwell School, Chigwell, Essex IG7 6QF (Tel: 01-500 1396), to whom applications should be sent with c.v. and

INDEPENDENT EDUCATION

continued

KENT

KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Senior Boarding and Day School, G.B.A. under the Board of Management for Methodist Residential Schools - 540 Senior Girls)

Required for September 1985, a well qualified graduate to teach French to A-level. Ability to teach Spanish as a second subject may be an advantage but is not essential.

Willingness to assist with extra-curricular activities/games an advantage.

Applications, together with full curriculum vitae and names and addresses of two referees should be sent to the Headmistress, Miss Rigg, from whom further details of the post may be obtained. (34850) 183624

LANCASTER

LANCASTER ROYAL GRAMMAR SCHOOL

Required for September 1985 a young graduate to teach Geography to A-level with some Classics or English ability to contribute to extra-curricular activities such as rugby football, rowing or the C.C.F. An advantage. A suitable candidate might also wish to be considered for the post of assistant House master in one of the schools Boarding Houses.

Further details, write or phone Lancaster 381458.

Applications with the names of two referees to The Headmaster, Lancaster Royal Grammar School, Ashton Road, Lancaster LA1 3EP, not later than 13th March. (40781) 183624

LONDON

NOTTING HILL AND EALING HIGH SCHOOL
(G.P.D.S.T.)

A Spanish Graduate, to teach part time to 'O' and 'A' level standard required for September 1985.

Please apply by letter with curriculum vitae and the names of two referees to: The Head Mistress, Notting Hill and Ealing High School, 9 Cleveland Road, London W13 8AN. (34310) 183624

LONDON

EMANUEL SCHOOL
(Independent, 640 boys aged 11 - 18)

Required for September 1985 a well-qualified teacher of Mathematics who may be able to contribute to the Computer Science teaching. Graduate Engineering/Mathematics would be a considerable advantage.

Applications with copies of curriculum vitae (no forms) and the names and addresses of two referees to the Headmaster, The Emanuel School, Battersea Rise, London SW11 1HB. (40647) 183624

NORWICH

NORWICH HIGH SCHOOL FOR GIRLS
G.P.D.S.T.
95 Newmarket Road, Norwich NR2 2HU

Required from September 1985, a full-time qualified graduate teacher of French to share the teaching of this subject throughout the school from 10 year olds to university entrance. The post will be Burnham Scale according to qualifications and experience, with governing body superannuation.

Applications (no forms) to the Headmistress including full c.v.s. and the names, addresses and telephone numbers of two referees by 15th March 1985. (38187) 183624

SHANKLIN

Required in September 1985, Honours Graduate to share the teaching of FRENCH to O and A level. Must be able to be responsible for Spanish to O level. Resident accommodation. Modern, self-contained flat available.

Write enclosing curriculum vitae and names of two referees to The Headmistress, Rosemary Lane School, Shanklin, I.O.W. PO37 6QU. (34544) 183624

SUFFOLK

ROYAL HOSPITAL SCHOOL
Holbrook, Suffolk IP9 2RX

Please see main display advertisement under Independent other than by subject. (40951) 183624

SURREY

REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate RH2 0QS
(H.M.C. Independent, 830 boys aged 11 - 18, 360 in sixth form)

Required for September 1985, a well-qualified honours graduate to share in the teaching of PHYSICS in large and successful Modern Language Department. Applicants need a knowledge of one language and ability to offer German up to G.C.E. 'O' level would be a strong additional recommendation. Inquiries welcome to help with games/activities. Accommodation available. Other extra-curricular activities may be required.

Salary Burnham Scale or Group 5 according to qualifications and experience. Assistance with removal expenses available in approved cases.

Apply by letter to the Headmaster as soon as possible, giving full personal details, and the names, addresses and telephone numbers of two referees. (34455) 183624

SUFFOLK

ST GEORGE'S SCHOOL
Independent Day/Boarding School

Required for April, September or as soon as possible, teacher of German. Experienced graduate preferred, able to teach up to 'A' level. Grade 3 Head of Department post for suitable applicant. Resident or non-resident post available.

Apply with full c.v. to The Headmaster, St. George's School, The Hall, St Flixborough, Stowmarket, Suffolk IP14 5EF. (40090) 183624

WARWICKSHIRE

PRINCETHORPE COLLEGE
Princethorpe, Nr. Rugby, Warwickshire CV23 8PX

Independent Catholic Boarding and Day School for Boys, Girls in the Sixth Form. 500 pupils

Required for September 1985, a well qualified graduate to teach French to A-level. Ability to teach Spanish as a second subject may be an advantage but is not essential.

Willingness to assist with extra-curricular activities/games an advantage.

Applications, together with full curriculum vitae and names and addresses of two referees should be sent to the Headmaster, Princethorpe College, from whom further details of the post may be obtained. (34850) 183624

KENT

CRANBROOK SCHOOL
ASSISTANT DIRECTOR OF MUSIC

Please see Maintained Section for this vacancy. (40135) 183894

NORTH YORKSHIRE

AMPLEFORTH COLLEGE
Required for September 1985, a well qualified full-time graduate **ASSISTANT MUSIC TEACHER** to take responsibility for the Junior House (100 boys 10 - 13). The post offers a special responsibility allowance. The successful applicant will have practical experience of class teaching and administration (e.g. instrumental teaching and practice timetabling), and an ability to stimulate practical music making. This post offers an exciting opportunity to join a large and enthusiastic department, which presently comprises seven full-time and sixteen part-time staff.

Apply with full curriculum vitae and names and addresses of three referees to The Headmaster, Ampleforth College, York YO6 4ER from whom further details may be obtained. (34345) 183624

WEST SUSSEX

HURSTPIERPOINT COLLEGE
Hassocks, West Sussex BN6 9JS

ASSISTANT MUSIC MASTER

Required September 1985, a department of four full-time staff. Capable keyboard player, preferably with another instrument. Choral experience desirable. Great opportunities for enthusiast in both senior and junior departments. Experience of choral music an advantage. Accommodation available.

Apply with curriculum vitae, details of other interests and names of two referees to the Headmaster. (34300) 183894

Music

Heads of Department

SUSSEX

CHRIST'S HOSPITAL

The post of Director of Music will become vacant at the end of this academic year on the retirement of the present Director.

Inquiries and applications should be addressed to: The Head Master's Secretary, Christ's Hospital, Horsham, Sussex RH13 7YP. (Tel: 0403 53401) from whom further particulars, including information about the School, may be obtained. (40754) 185818

WEST SUSSEX

BURGESS HILL SCHOOL FOR GIRLS

Independent G.B.A. (450 Girls 4 - 18)

HEAD OF MUSIC

Graduate with imagination and enthusiasm required for September 1985 to take charge of music in Junior and Senior Schools and teach to G.C.E. 'O' and 'A' level.

The School has a flexible, musical life with orchestra, wind bands, choir and regular recitals. Additionally, high degree of musicianship and proven administrative ability is required as the post is key and developing department.

New music school and excellent facilities.

Salary - Burnham Scale 3.

Please apply in writing immediately with full c.v. names and addresses of two referees to the Headmistress, Burgess Hill School, 68 Keymer Road, Burgess Hill, Sussex RH15 0EG. (34192) 185818

CHELTENHAM

'CHELTENHAM LADIES' COLLEGE

Required for September 1985 a full time FLUTE Teacher who is also prepared to help with group instrumental tuition. Ability to play Piano essential. Burnham Scale.

Applications should be made to the Principal, Ladies' College, Bayshill Road, Cheltenham, with the names and addresses of two referees. (34874) 183824

CHELTENHAM

CHELTENHAM LADIES' COLLEGE

Required for September 1985, a full time **ASSISTANT DIRECTOR OF MUSIC**. A good Organist or Pianist preferred. Interest in choir training would be an additional recommendation. G.C.E. course work and some organisation of music within a large department. Burnham Scale.

Applications should be made to the Principal, Ladies' College, Bayshill Road, Cheltenham, with the names and addresses of two referees. (34875) 183824

KENT

CRANBROOK SCHOOL
ASSISTANT DIRECTOR OF MUSIC

Please see Maintained Section for this vacancy. (40135) 183894

NORTH YORKSHIRE

AMPLEFORTH COLLEGE
Required for September 1985, a well qualified full-time graduate **ASSISTANT MUSIC TEACHER** to take responsibility for the Junior House (100 boys 10 - 13). The post offers a special responsibility allowance. The successful applicant will have practical experience of class teaching and administration (e.g. instrumental teaching and practice timetabling), and an ability to stimulate practical music making. This post offers an exciting opportunity to join a large and enthusiastic department, which presently comprises seven full-time and sixteen part-time staff.

Apply with full curriculum vitae and names and addresses of three referees to The Headmaster, Ampleforth College, York YO6 4ER from whom further details may be obtained. (34345) 183624

WEST SUSSEX

HURSTPIERPOINT COLLEGE
Hassocks, West Sussex BN6 9JS

ASSISTANT MUSIC MASTER

Required September 1985, a department of four full-time staff. Capable keyboard player, preferably with another instrument. Choral experience desirable. Great opportunities for enthusiast in both senior and junior departments. Experience of choral music an advantage. Accommodation available.

Apply with curriculum vitae, details of other interests and names of two referees to the Headmaster. (34300) 183894

Pastoral

Heads of Department

HERTFORDSHIRE

QUEENSWOOD
Hatfield, Herts AL9 6NS
(GSA 350 girls all boarding)

Required September 1985, a **HOUSEMISTRESS** to share the active life and programme for girls at weekends and at other times, and to contribute to the life of the school generally. Attractive salary, Burnham/AMC Point 8, currently £4,737 p.a. with free accommodation and service. The post is residential.

Applications including full curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress. Closing date for applications 14th March. (38177) 184018

Other Assistants

BRISTOL

QUEEN ELIZABETH'S HOSPITAL
(Founded 1590, 540 day boys, 100 boarders, 100 in sixth form)

Required for 1st September 1985, **ASSISTANT DIRECTOR OF MUSIC** to share in the lively flourishing department. Leading Choral Society. Applicants should be organists able to play Bach, Mozart etc. at 'A' level and 'O' level music (timetabled). Junior class music and in addition other extra-curricular activities, take charge of one junior house. The post would suit a graduate looking to the future and able to play a full part in the schools life. Salary Burnham Scale 1 or 2 according to experience.

Full particulars from, and applications with c.v. and names, addresses and phone numbers of two referees to the Headmaster, Queen Elizabeth's Hospital, Bristol BS8 1RJ. (Tel: (0272) 739151). (34856) 183624

BRIGHTON

ROEDEAN SCHOOL
Brighton

Required in September 1985, two **HOUSEMISTRESSES** to be responsible for 80 girls aged 11 - 17 years. Part-time teaching. Ability to play Piano essential. Burnham Scale 4. Free accommodation suitable for single woman or married couple.

Applications with curriculum vitae and names and addresses of two referees should be sent to the Head Mistress, Roedean School, Brighton BN2 5RQ. (34879) 184024

KENT

KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Senior Boarding and Day School, G.B.A. under the Board of Management for Methodist Residential Schools - 540 Senior Girls)

Required for September 1985 an industrious and experienced **HOUSEMISTRESS** to share in the active life and programme for girls at weekends and at other times, and to contribute to the life of the school generally. Attractive salary, Burnham/AMC Point 8, currently £4,737 p.a. with free accommodation and service. The post is residential.

Applications including full curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress. Closing date for applications 14th March. (34691) 184024

SURREY

ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey RH8 0QR

Teacher/Housemistress required for September or January for independent girls' boarding and day school, to teach History to A Level with some current affairs. Ability to offer a second subject at Middle School level would be a recommendation. Scale 1 and free accommodation and food in term time, plus housemistress' allowance.

Please write to Headmaster with c.v. and references. (34564)

WEST SUSSEX

LAVANT HOUSE
Chichester PO18 9AB
Independent Day and Boarding School for Girls
Required (to commence) residential **HOUSEMISTRESS** to take charge of boarding house of 50 girls aged 10 - 16. Preference will be given to one able to help with extra-curricular activities. Accommodation for married couple available if husband able to teach woodwork or be departmental duties or similar.

Applications with c.v. and names/telephone numbers of two referees. (34319) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury

Assistant Housemistress required for September 1985. For full details see under Head of Economics. (34885) 184024

WINCHESTER

ST. SWITHUN'S SCHOOL
Winchester SO21 1HA

Tel: (0962) 61316

(An independent school for 400 girls aged 11 - 18 of whom 230 are boarders)

ASSISTANT HOUSE MISTRESS/MATRON

Required in April for a Senior House of 40 girls (16 - 18 years). Salary according to NALGO scale. Single accommodation and full board during term time. Previous experience not necessary.

Applications in writing by 5th March to the Headmistress, Hillcroft House with the names and addresses of two referees. (40158) 184024

SURREY

COMMONWEAL LODGE
Woodcote Lane, Purley, Surrey

Required in September in this independent day school for girls a teacher for P.E. with interest in Science. Ability to teach another subject a recommendation.

Apply in writing to the Headmistress with c.v. and names of two referees.
(34329) 184224

WEST YORKSHIRE

HIPPERHOLME GRAMMAR SCHOOL
Halifax HX3 8JE
380 boys (11 - 18) Sixth Form 75

Becoming Independent and Co-educational from September next.

Well qualified candidate as Head of P.E. (Scale 3) required in September 1985 with responsibility for the oversight of all P.E. throughout the school. Proficiency in an appropriate competence and commitment, is sought.

Apply by letter (no formal application) with curriculum vitae and names and addresses of 2 referees, to the Headmaster Designate, 38 Putman Crescent, Petersfield, Hampshire GU31 4DH. (29116) 184318

Other Assistants

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TS

Tel: 291872

(HMC: ex-Direct Grant Grammar School, 413 day boys including 100 boys and girls in Sixth Form)

Teacher required for September to teach P.E. **AND GAMES** throughout the school and either with ENGLISH in the Lower and Middle School.

This is a new post created in response to increasing numbers at third form level. A keen games teacher embarking on his career, but a Scale 2 post would be offered for a suitably experienced applicant. Full job description is available on request.

Applicants should send a curriculum vitae and names, addresses and telephone numbers of two referees to the Head Master as soon as possible. (40886) 184224

GLOUCESTERSHIRE

WESTONBIRT SCHOOL
Tetbury

Required for September 1985 enthusiastic specialist teacher of **PHYSICAL EDUCATION** with ability in lacrosse, and well qualified to teach the other major P.E. activities of gymnastics, dance, swimming, tennis, athletics and trampolining. Burnham Scale 1. School accommodation could be available.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (29161) 184224

HULL

RYMERS COLLEGE JUNIOR SCHOOL
Hull

300 boys 8 - 11

Required for September 1985 a well qualified teacher of Physical Education and games. Scale 3 according to qualifications and experience. The successful applicant will be required to teach a proportion of classroom subjects.

Letters of application (no forms) with names of two referees should be addressed to the Headmaster, Rymers College Junior School, Hull HU5 3LW. (40139) 184224

SPORTS TEACHER required as Sports/Social Organiser on rotational Course this summer for foreign pupils aged 12 - 16. Resident post. Details Lowood Vocational Studies, Lowood, Newbury, Berkshire RG14 6JT. (40404) 184224

SURREY

COMMONWEAL LODGE
Woodcote Lane, Purley, Surrey

Required in September in this independent day school for girls a teacher for P.E. with interest in Science. Ability to teach another subject a recommendation.

Apply in writing to the Headmistress with c.v. and names of two referees.
(34329) 184224

Physical Education

Heads of Department

NORTH YORKSHIRE

ASHVILLE COLLEGE
Harrogate

(H.M.C., 11 - 18 co-educational boarding and day)

Required in September a **DIRECTOR OF PHYSICAL EDUCATION** to be fully qualified, preferably with teaching experience, and shown expertise in one or more of the following games: soccer, hockey, cricket, tennis, basketball, badminton, squash, swimming, athletics and trampolining. Burnham Scale 1. School accommodation could be available.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (29161) 184224

HULL

RYMERS COLLEGE JUNIOR SCHOOL
Hull

300 boys 8 - 11

Required for September 1985 a well qualified teacher of Physical Education and games. Scale 3 according to qualifications and experience. The successful applicant will be required to teach a proportion of classroom subjects.

Letters of application (no forms) with names of two referees should be addressed to the Headmaster, Rymers College Junior School, Hull HU5 3LW. (40139) 184224

Other Assistants

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Square, Bristol BS1 5TS

Tel: 291872

(HMC: ex-Direct Grant Grammar School, 413 day boys including 100 boys and girls in Sixth Form)

Teacher required for September to teach P.E. **AND GAMES** throughout the school and either with ENGLISH in the Lower and Middle School.

This is a new post created in response to increasing numbers at third form level. A keen games teacher embarking on his career, but a Scale 2 post would be offered for a suitably experienced applicant. Full job description is available on request.

Applicants should send a curriculum vitae and names, addresses and telephone numbers of two referees to the Head Master as soon as possible. (40886) 184224

GLOUCESTERSHIRE

WESTONBIRT SCHOOL
Tetbury

Required for September 1985 enthusiastic specialist teacher of **PHYSICAL EDUCATION** with ability in lacrosse, and well qualified to teach the other major P.E. activities of gymnastics, dance, swimming, tennis, athletics and trampolining. Burnham Scale 1. School accommodation could be available.

Applications with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. (29161) 184224

Religious Education

Heads of Department

BRISTOL

CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD

Required from Beginning of Summer Term 1985: Temporary Replacements

1) Full-time Head of Religious Studies department.

2) Part-time (about 10 periods per week) Religious Studies.

3) Part-time teacher of Latin and Classical Civilisation (including 'A' level).

Good qualifications and experience essential.

Apply immediately to the Headmistress, enclosing curriculum vitae and names and addresses of two referees and your telephone number.
(34685) 184[illegible]

Other Assistants

HAMPSHIRE

Required for September 1985 young qualified and experienced teacher to take Religious Studies throughout the school and to teach Junior subjects. Burnham Scale.

Apply in writing, stating second subjects offered, with full c.v., and the names and addresses of two referees to The Classmistress, Wykeham House School, 98 High Street, Fareham, Hants PO16 7BB by the 22nd March 1985. (34949) 184[illegible]

Science

Heads of Department

KENT

BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA

(Independent: 390 girls 11 - 18)

HEAD OF SCIENCES

Required for September 1985 a suitably qualified Chemist or Physicist to teach own subject up to University Entrance level and to share in the teaching of Science to specialist developing separate Sciences.

Interests in and beyond own field an advantage.

Burnham Scale. D.E.S. Superannuation.

Apply with names, addresses and telephone numbers of three referees to the Headmistress by 8th March. (34361) 184818

KENT

KENT COLLEGE
Pembury, Tunbridge Wells, Kent TN2 4AX
(Independent Senior Boarding and Day School, G.B.A. under the Board of Management for Methodist Residential Schools - 540 Senior Girls)

Required for September 1985 a well qualified graduate to teach Physics throughout the School and to share in the teaching of Chemistry and to contribute to the life of the school generally. Attractive salary, Burnham/AMC Point 8, currently £4,737 p.a. with free accommodation and service. The post is residential.

Applications including full curriculum vitae and names, addresses and telephone numbers of two referees should be sent to the Headmistress. Closing date for applications 14th March. (34691) 184024

SURREY

ST. MICHAEL'S SCHOOL
Limpsfield, Oxted, Surrey RH8 0QR

Teacher/Housemistress required for September or January for independent girls' boarding and day school, to teach History to A Level with some current affairs. Ability to offer a second subject at Middle School level would be a recommendation. Scale 1 and free accommodation and food in term time, plus housemistress' allowance.

Please write to Headmaster with c.v. and references. (34564)

WEST SUSSEX

LAVANT HOUSE
Chichester PO18 9AB
Independent Day and Boarding School for Girls
Required (to commence) residential **HOUSEMISTRESS** to take charge of boarding house of 50 girls aged 10 - 16. Preference will be given to one able to help with extra-curricular activities. Accommodation for married couple available if husband able to teach woodwork or be departmental duties or similar.

Applications with c.v. and names/telephone numbers of two referees. (34319) 184024

WILTSHIRE

GODOLPHIN SCHOOL
Salisbury

Assistant Housemistress required for September 1985. For full details see under Head of Economics. (34885) 184024

WINCHESTER

ST. SWITHUN'S SCHOOL
Winchester SO21 1HA

Tel: (0962) 61316

(An independent school for 400 girls aged 11 - 18 of whom 230 are boarders)

ASSISTANT HOUSE MISTRESS/MATRON

Required in April for a Senior House of 40 girls (16 - 18 years). Salary according to NALGO scale. Single accommodation and full board during term time. Previous experience not necessary.

Applications in writing by 5th March to the Headmistress, Hillcroft House with the names and addresses of two referees. (40158) 184024

SURREY

COMMONWEAL LODGE
Woodcote Lane, Purley, Surrey

Required in September in this independent day school for girls a teacher for P.E. with interest in Science. Ability to teach another subject a recommendation.

Apply in writing to the Headmistress with c.v. and names of two referees.
(34329) 184224

CHARTERHOUSE

PHYSICIST

Required for September 1985 a young, enthusiastic physicist to teach to A level and for Oxford/Cambridge entrance.

Applications with curriculum vitae and names and addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey, GU7 2DJ.
(Godalming 22589)

INDEPENDENT EDUCATION

continued

NORTH WALES

RYDAL SCHOOL
Colwyn Bay
(HMC Co-Educational 320 pupils aged 13 - 18 including 135 in Sixth Form)

Required for September 1985 a well-qualified BIOLOGIST to reorganise the teaching of Biology throughout the school. Someone with a good A level experience and now looking for promotion would be ideal. Ability to help with and coach games a distinct advantage.

Single accommodation available. Salary Burnham plus according to qualifications and experience.

Please apply with full curriculum vitae and the names and addresses of two referees to the Headmaster, Dean Close School, Cheltenham GL51 6HE, from whom further particulars may be obtained. The school has its own salary scale. (40086) 184824

STAFFORD

STAFFORD INDEPENDENT GRAMMAR SCHOOL
Burton Manor, Stafford

TEACHER OF BIOLOGY

Required for September to join a small but expanding staff in a co-educational school which opened in 1982 and which will be offering Sixth Form work from September. The applicant will be required to teach some Maths to O-level. Ability to assist with team Games an advantage.

Apply to the Headmaster with full c.v. and names of two referees. Closing date March 15 1985. (40718) 184818

Other Assistants

BATH

GROSVENOR HIGH SCHOOL
Bath
(Independent Co-Educational School, 150 pupils)

Required September 1985, or for April if available, a graduate to teach Physics and Chemistry throughout the School, maintain and develop equipped laboratories. The post would suit equally an experienced person or a well-qualified beginner.

Application, with curriculum vitae and names of 2 referees, should be sent immediately to the Headmaster, Grosvenor High School, London Road, Bath BA1 6AZ. (Tel: 0225 24824)

BERKSHIRE

HEATHFIELD SCHOOL
Ascot
(175 girls, 11 - 18, all boarders)

Seeks a teacher of Physics and Mathematics for September 1985 to complete an enthusiastic team. Sailing and rowing department. Although the successful candidate will have full responsibility for Physics, Mathematics will be taught to 'O' and 'A' level. Boarding duties, and participations from recent graduates will be sympathetically considered.

Salary is paid on the Burnham Scale according to qualifications and experience. The post can be residential.

Applications together with curriculum vitae and names of two referees should be sent to the Headmistress, Heathfield School to arrive before 22nd February 1985.
(34185) 184824

BERKSHIRE

Applications are invited for a post as Resident Class Teacher in Science in the secondary department of this co-educational boarding and day pupil school. The post will be available in September 1985 on a temporary or permanent basis.

The successful applicant will be one of a department of nine and will be responsible for offering Sixth Form Physics/Science in a laboratory/classroom setting and for this purpose the Physics to GCE 'O' Level would be an advantage. Additionally any essential out of school activities will be by agreement or to teach some Physics/Chemistry. It is possible that accommodation for a married couple could be available in return for boarding duties but this post is not necessarily a residential one.

Applications which should include curriculum vitae and the names and addresses of two referees should be made in writing to the Headmaster, Bearwood College, Wokingham, Berkshire RG10 9RE.

BERKSHIRE

WELLINGTON COLLEGE

Required to start in September 1985 (ref. PHYSICS) a well qualified graduate to teach all levels in the school. The successful applicant will be someone who is willing to play a full part in the life of the school, excellent relationships with the community, and the games of which he/she has special knowledge. Please write to The Bursar, Wellington College, Crowthorne, Berks RG11 8PW as soon as possible. (29536) 184824

DORSET

LYTON ABBEY SCHOOL
(Girls' Boarders)

Required for September 1985 a graduate to teach Physics to 'O' level but with the ability to join in the courses. The ability to help with games and other activities would be an advantage. Applications with curriculum vitae and names and addresses of two referees should be sent to the Headmistress, Lyton Abbey School, Blandford Forum, Dorset DT11 0EQ. (34347) 184824

GLOUCESTERSHIRE

DEAN CLOSE SCHOOL
H.M.C., 430 pupils, 13 - 18

Co-educational boarding and day

Required for September 1985 an enthusiastic PHYSICIST with a strong and flourishing department and to share in the teaching of Physics throughout the school. Scholarship work will be available for suitable applicants.

Applications in the form of a letter with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Dean Close School, Cheltenham GL51 6HE, from whom further particulars may be obtained. The school has its own salary scale. (40086) 184824

GUILDFORD

ROYAL GRAMMAR SCHOOL
Guildford

(HMC - 700 day boys - 11 to 18 - 300 in 6th Form)

Required in September, a Graduate to teach Nuffield **CHEMISTRY** at all levels including university entrance. Mathematical standards are high, resources generous and the science position is well adapted to those who wish to offer a subsidiary science, and ability to help with extra-curricular activities such as rugby cricket, CCF or Scouts will be an additional recommendation. A laboratory Burnham plus; scale 2 available for a suitably qualified and experienced candidate. Assistance with help with accommodation.

Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be submitted to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (34698) 184824

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Hatfield, Herts AL9 6NS
(GSA 350 girls all boarding)

Required for September 1985, a graduate to teach Biology throughout the school with some Chemistry at 'A' level. Ability to help with and coach games a distinct advantage.

Single accommodation available. Salary Burnham plus according to qualifications and experience.

Please apply with full curriculum vitae and names and addresses of two referees to the Headmistress, Queenswood School, Hatfield, Herts AL9 6NS. (34852) 184818

HERTFORDSHIRE

ST ALBANS SCHOOL

Required for September 1985, graduate to teach Biology and Chemistry to at least 'A' level. Burnham Scale 1 or 2 depending on qualifications and experience.

Further details from the Headmaster, St Albans School, Abbey Gateway, St Albans, Herts. AL3 4HB. (34888) 184824

HERTFORDSHIRE

THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Borehamwood, Herts. WD6 3AT
Tel: 01-953 4411
(HMC - Independent - 1300 - boys - 300 in Sixth)

Required for September 1985 a well-qualified and enthusiastic graduate to teach CHEMISTRY throughout the school with Chemistry at 'A' level, as one of six chemists. The post would suit either a new entrant to the profession or a teacher with a little more experience. The stimulating academic environment of the school will provide many opportunities for professional development, or individual talents.

The post is mainly based on Burnham with good London Allowance. Post would suit either a graduate looking to the future and able to play a full part in the schools life. Salary: Burnham plus; scale 2 available for a suitably qualified and experienced candidate. Assistance with removal expenses.

Apply without delay to the Headmaster enclosing a full curriculum vitae and names of two referees. (40847)

ISLE OF MAN

KING WILLIAM'S COLLEGE
Isle of Man

(HMC BOARDING/DAY. Girls in the Sixth Form)

Required September, a well-qualified CHEMIST to teach to University Entrance level in the school including some Junior Science. Every opportunity to be fully involved in the life of the school. Excellent facilities for games coaching and other activities.

Free accommodation in term-time for bachelor. Low income tax. Burnham Scale 2 plus generous Allowance.

Applications with curriculum vitae and two referees to and further details from: The Bursar, King William's College, Castletown, Isle of Man IM9 1TP. Tel: 0624 822561. (34241) 184824

LIVERPOOL

MERCHANT TAYLORS'

Crosby, Liverpool L23 0QP
(HMC - 750 Boys Day School: H.M.C. 844 pupils aged 11 - 18)

Graduate required for September 1985 to teach PHYSICS to A Level. This post is particularly suitable for a beginner. Approximately 100 boys in the Sixth Form study Physics as Advanced Level.

The successful applicant will be expected to make a significant contribution outside the classroom, especially on the games field.

Applications together with curriculum vitae and the names of two referees should be sent as soon as possible. This post is suitable for a graduate or person with some experience. Burnham Salary Scale 1 or 2, according to qualifications and experience. Good London Allowance.

Please apply with full curriculum vitae and the names and addresses of two referees to: The Headmaster, Merchant Taylors' Schools, Crosby, Liverpool L23 0QP. (40077) 184824

LONDON NW1

THE INTERNATIONAL SCHOOL OF LONDON

Seeks a full-time teacher of Mathematics to International Baccalaureate level and Chemistry to GCE O-Level for the duration of the summer term.

Applications, including full c.v. and the names of two referees, should be sent as soon as possible to the Headmaster, The International School of London, Growgate Road, London NW4 1TR. (40926) 184824

LONDON SE8

Required for September, 1985, Geography teacher to join the Upper School of small independent boys day and boarding school.

Please contact Christ's College, Blackheath, SE3 0AR, 01-852 2283 for application form. (39955) 184824

LONDON

UNIVERSITY COLLEGE SCHOOL
(HMC 920 boys 500 in Sixth Form)

Temporary Appointment - for Autumn Term 1985. Graduate required to teach PHYSICS to 'O' level. The School has its own salary scale.

Applications, with full curriculum vitae and the names of two referees, should be sent to the Headmaster, University College School, Frognal, London NW3 6XH, to arrive not later than Monday, 11th March 1985.

KENT

ST. AUGUSTINE'S COLLEGE
Westgate, Kent CT8 8RL

Required September 1985 a graduate to teach PHYSICS and to share in the games programme and Day School activities. Burnham Scale 1 or 2 according to qualifications and experience. Assistance with removal expenses.

Apply in writing with full curriculum vitae and names and addresses of two referees to the Headmaster, St. Augustine's College.
(34288) 184824

KENT

KENT COLLEGE
Canterbury

(H.M.C. Methodist Co-educational Boarding and Day School, Sixth Form of 150)

A teacher of Physics in September 1985 required capable of teaching the subject at all levels in the school up to and including 'A' level. An interest in Electronics or Computing would be helpful but not essential. Assistance with games or activities would be a recommendation. Salary is on the Burnham Scale with a small additional allowance. The post would suit a young teacher seeking a first appointment, or alternatively Scale II could be offered for a teacher seeking further experience. Resident accommodation in a boys' boarding house is available for a single person.

Applications to the Headmaster, Kent College, Canterbury, enclosing c.v. and names, addresses and telephone numbers of two referees. (34617) 184824

KENT

SEVENOAKS SCHOOL

A co-educational Boarding and Day School with 900 pupils, including a Sixth Form of 400

Required for September 1985 a man or woman graduate teacher who is a CHEMIST to join a large Department in which there are opportunities to teach throughout the School. Extra specialist expertise could be an advantage. Sailing above Burnham and Housing available.

Write or ring for details, Headmaster, Richard Baker, Sevenoaks School, Sevenoaks, Kent TN13 1HU. Tel: (0732) 455133 (407085) (after 4.45pm)

ISLE OF MAN

KING WILLIAM'S COLLEGE
Castletown, Isle of Man

(HMC BOARDING/DAY. Girls in the Sixth Form)

Required September, a well-qualified CHEMIST to teach to University Entrance level in the school including some Junior Science. Every opportunity to be fully involved in the life of the school. Excellent facilities for games coaching and other activities.

Free accommodation in term-time for bachelor. Low income tax. Burnham Scale 2 plus generous Allowance.

Applications with curriculum vitae and two referees to and further details from: The Bursar, King William's College, Castletown, Isle of Man IM9 1TP. Tel: 0624 822561. (34240) 184824

KENT

ST. AUGUSTINE'S COLLEGE
Westgate, Kent CT8 8RL

Required September 1985 a graduate to teach PHYSICS and to share in the games programme and Day School activities. Burnham Scale 1 or 2 according to qualifications and experience. Assistance with removal expenses.

Apply in writing with full curriculum vitae and names and addresses of two referees to the Headmaster, St. Augustine's College.
(34288) 184824

HERTFORDSHIRE

THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Borehamwood, Herts. WD6 3AT
Tel: 01-953 4411
(HMC - Independent - 1300 - boys - 300 in Sixth)

Required for September 1985 a well-qualified and enthusiastic graduate to teach CHEMISTRY throughout the school with Chemistry at 'A' level, as one of six chemists. The post would suit either a new entrant to the profession or a teacher with a little more experience. The stimulating academic environment of the school will provide many opportunities for professional development, or individual talents.

The post is mainly based on Burnham with good London Allowance. Post would suit either a graduate looking to the future and able to play a full part in the schools life. Salary: Burnham plus; scale 2 available for a suitably qualified and experienced candidate. Assistance with removal expenses.

Apply without delay to the Headmaster enclosing a full curriculum vitae and names of two referees. (40847)

ISLE OF MAN

KING WILLIAM'S COLLEGE
Isle of Man

(HMC BOARDING/DAY. Girls in the Sixth Form)

Required September, a well-qualified CHEMIST to teach to University Entrance level in the school including some Junior Science. Every opportunity to be fully involved in the life of the school. Excellent facilities for games coaching and other activities.

Free accommodation in term-time for bachelor. Low income tax. Burnham Scale 2 plus generous Allowance.

Applications with curriculum vitae and two referees to and further details from: The Bursar, King William's College, Castletown, Isle of Man IM9 1TP. Tel: 0624 822561. (34240) 184824

KENT

ST. AUGUSTINE'S COLLEGE
Westgate, Kent CT8 8RL

Required September 1985 a graduate to teach PHYSICS and to share in the games programme and Day School activities. Burnham Scale 1 or 2 according to qualifications and experience. Assistance with removal expenses.

Apply in writing with full curriculum vitae and names and addresses of two referees to the Headmaster, St. Augustine's College.
(34288) 184824

OXFORD

RYE ST ANTONY SCHOOL
Oxford
Independent Boarding and Day School for Girls

Required in September quality graduate to teach Biology to A Level. Scale 2 or 3 post is available for a suitably qualified candidate.

Apply in writing with c.v. and names and addresses of two referees to the Headmistress, Rye St Antony School, Oxford OX3 8BY. (34133) 184824

SOMERSET

WELLINGTON SCHOOL
A.D.C. H.M.C. 750 pupils aged 11 - 18

Required in September 1985 graduate assistant to teach PHYSICS to A Level (Qualified only) including A Level Electronics and Micro-technology in this Co-educational boarding and Day School.

For further particulars please write to the Headmaster. (39119) 184824

SURREY

KINGSTON GRAMMAR SCHOOL

Boys 11 - 18 Boys and Girls in Sixth Form

Required for September 1985 a graduate teacher of Physics throughout the School to share in the teaching of Physics with some Chemistry. Applications from candidates interested in taking a games option will be welcomed. The post will become available from the Autumn Term 1985

INDEPENDENT EDUCATION
continued

LONDON

DULWICH COLLEGE
London SE21 7LD
Required for the Summer Term only a person to teach English and Mathematics, with possibly other subjects, to 9 to 10 year old boys. And to be the Form Master or Mistress of some of them. The Summer Term runs from 23 April to 18 July. To some extent we can arrange the subjects to be taught to fit the wishes of the person appointed and we would be prepared to consider someone only able to offer morning teaching. On the other hand ability to assist with games would be appreciated.
Dulwich has its own salary scales which are above Burnham.
Applications by letter to the Master, enclosing c.v., and giving names, addresses and telephone numbers of two referees. (290865) 185624

MADRID
KING'S COLLEGE
See display advertisement under Overseas Appointments. (402355) 185624

MASTER/MISTRESS required in 1988 posts in Independent Schools. Should write with c.v. to: Sec. H.I.S. Pool Cottage, Manhurston Road, Binfield, Bracknell, Berkshire, RG12 8TH. (365653) 185624

ROYAL HOSPITAL SCHOOL
IPSWICH
SUFFOLK
IP9 2RX

(700 boys, all boarding, aged 11-18. Sixth Form of 120.)

The following additional appointments will be made from September 1985:-

1. Teacher of FRENCH to 'O' Level/CSE, with some junior English.
2. Teacher of CRAFT DESIGN & TECHNOLOGY to 'A' Level, 'O' Level and CSE, in all material-based areas of the subject.
3. Teacher of HISTORY, preferably with an interest in Political Studies and the Schools' Council History Project.

Successful candidates will be expected to take a full part in boarding school activities, including games; accommodation will be available.

A practising ROMAN CATHOLIC teacher, able and willing to take responsibility for the pastoral care and religious education of Roman Catholic boys would be very welcome, as would someone willing eventually to accept a Housemastership.

Salary will be Burnham Scale 1, plus a substantial Boarding School Allowance.

Further details of each post, and of the School, together with an application form, may be obtained by writing to, or telephoning, the Headmaster's secretary. (Telephone Number 0473 328342).

The Royal Hospital School is an Equal Opportunity Employer. (10667)

BERKHAMSTED SCHOOL

requires teachers of

FRENCH
HISTORY
MATHEMATICS
(with Computing)

from September 1985.

- Scaled post available.
- Boarding tutorship vacant.
- Games coaching expected.

Apply for more details to:

Headmaster's Secretary,
Berkhamsted School,
Hertfordshire HP4 2BE.
(tel: 044 27 3236) (12307)

CRANLEIGH SCHOOL

CHEMISTRY
CLASSICS AND ANCIENT HISTORY
ECONOMICS WITH POLITICS

Applications are invited for teaching posts in these subjects from September 1985. The posts would suit younger graduates, possibly as their first or second appointment. The successful applicants for the posts in Chemistry and Classics will be expected to teach all levels to A Level and Oxbridge. Economics will be taught only in the Sixth Form and a second subject would therefore be an advantage.

An ability to contribute to sporting activities (in particular Hockey and Tennis) would be welcome.

Cranleigh salary scale. Accommodation provided.

Applications, with full c.v. and names of two referees to: The Headmaster, Cranleigh School, Cranleigh, Surrey GU6 8QQ. (10681)

HULL

HYMERS COLLEGE JUNIOR SCHOOL
Hull

200 boys 8 - 11

Required for September 1985: A teacher of general subjects. Scale 1 or 2 according to qualifications and experience.

Letters of application (no forms) with names of two referees, should be addressed to the Headmaster, Hymers College, Hull HU3 1LW. (40141) 185624

DUNDEE

HIGH SCHOOL OF DUNDEE
(HMC Independent)

JUNIOR SCHOOL
(P1 - PVII)

TEACHER

Applications are invited for the above post available from the beginning of session 1985-86. Applicants should be well-qualified and registered, or be eligible for registration, with the GTC.

The successful applicant will be expected to undertake sound class teaching. Experience in the preparation of individualised learning materials for groups within the class situation would be an advantage. A commitment to extra-curricular activities is expected.

Further particulars and an application form are available from The Rector, High School of Dundee, 2 Old Bell Tower, Euclid Crescent, Dundee DD1 9SF, by whom completed applications should be received by 25th MARCH. (40078) 185624

SUFFOLK

ST. GEORGE'S SCHOOL
Southwold, Suffolk
Preparatory to St. Felix School, Southwold.
Non-resident. Deputy Headmistress required for September, 1985. Full time boarding and day school, age range 7 - 11. In membership of IAPS. Experience of preparing candidates for entrance examinations considered an advantage. Burnham Scale 2.

Letters of application with c.v. and names of two referees to The Headmistress, St. George's School, Southwold. (34299) 200012

By Subject Classification

Art and Design

Other Assistants

SUSSEX
A Design teacher is required in either April or September to complete a team of three in a newly built Design Centre with studios for wood, metal, clay, and fine arts. Our aim is to develop a Design Course for boys and girls aged 8 - 13 taught in groups of about 12. We are looking for someone willing to work closely with the rest of the team in all the disciplines, but with Design Craft her own and having a particular three-dimensional ideas and skills in wood, metal, and plastic. We shall give preference to applicant with a qualification in Design. This is a co-educational boarding school of 320 children aged 8 - 13 years. Salary is according to Burnham Scale with allowances. Married/single accommodation available in school grounds.
Apply in writing to The Headmaster, Mr. Wickham House School, Washington, Pulborough, Sussex RH20 4AY. (38091) 185624

Classics

Heads of Department

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
NEWLAND HOUSE SCHOOL
Waldegrave Park,
Twickenham TW1 4TQ
A co-educational I.A.P.S. day school with pupils aged 7 - 11 plus.
Required from September an experienced Classics graduate to be in charge of the teaching of Latin and Greek to P.S.E. standard.
Candidates should be prepared to play an active part in the life of the school and should state to what level they would like to contribute.
For a job description and details of salary, which will reflect the importance attached to the post, please write to the Headmistress. (29079) 801614

Other Assistants

CHESHIRE
Required for September a Classics Teacher to teach Latin throughout the school and Junior French.
Resident post, single accommodation only. Burnham Scale, plus free board and lodging in exchange for evening and weekend duties. Interest in games would be an advantage.
Apply: Headmaster, Beach Hall School, Macclesfield, Cheshire. Tel: 0625 501(2) (40928) 801624

Preparatory Schools

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE
DEPUTY HEAD
ASHFOLD SCHOOL
Dorton, Aylesbury, Bucks. HP18 9NG
I.A.P.S. Prep School, 180 boys and girls 4 - 13
The Governors of Ashfold are seeking a deputy head to work in close cooperation with the headmaster. The successful applicant will have energy and vision and must be prepared to take responsibility for the day to day running of the school and in forward planning.
A full job description can be obtained from the school.
Applications, with c.v. to the Headmaster with CV and names and addresses of two referees. (346855) 200012

BUCKINGHAMSHIRE
THE MISSION SCHOOL
Aylesbury, Bucks HP20 2PT
Required for September 1985 SECOND MASTER/MISTRESS. Previous Prep. School experience essential. Applicants should be qualified teachers who are enthusiastic, energetic, enthusiastic, reliable, good humoured and have a flair for administrative detail. Ability to coach soccer/cricket an advantage. The post will be demanding but rewarding. Accommodation available for single person or couple.
Apply with C.V. and names, addresses and telephone numbers of three referees to The Headmaster. (40903) 200016

KENYA
BANDA SCHOOL
Nairobi
Required for September 1985 in this large co-educational day school. The successful applicant would ov a s. to take part in the day to day running of the school generally. Burdham Scale, group 8, plus free accommodation. The school is situated on the edge of the Nairobi game park and is the largest I.A.P.S. school in Kenya. Air passage and baggage allowance are provided.
Applications to I.R. Wood, Esq., P.O. Box 24728, Nairobi, Kenya. (29560) 200012

SUSSEX
ST ANDREW'S PREP SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
I.A.P.S. Co-educational 325 children)
Required for September 1985 a graduate experienced in teaching Mathematics to Common Entrance and Scholarship standard. The successful candidate will have opportunities for pastoral further development and responsibility in science throughout the school.
Application with C.V., names of two referees and s.a.e. to The Headmaster, St. John's School, Potters Street Hill, Northwood, Middx. HA6 3QY. (40092) 204818

Other Assistants

HERTFORDSHIRE
KINGSBOTT SCHOOL
St. Ippolyts, Hitchin, Hertfordshire SG4 7JX
(IAPS co-educational Day School for boys and girls 4 - 13 years)
Required for September 1985 an enthusiastic, well-qualified and experienced teacher to take charge of SCIENCE throughout the Prep School in a brand new laboratory to be opened in September 1985. The ability to offer an out-of-school activity and/or games would be an added advantage.
Salary Burnham Scale 2, plus allowance.
Applications, with full C.V. and names & addresses of two referees to: The Headmaster, Kingsbott Preparatory School, Kingsbott, Hitchin, Hertfordshire SG4 7JX. (40928) 202818

Other Assistants

LONDON
MILESTONE PREPARATORY SCHOOL
66 New Bond Street, W1Y 0DF
Qualified History Teacher required April, 1985.
Please send full C.V. To: The Headmistress. Ability to offer additional subjects an advantage. 202824 (29006)

Mathematics

Other Assistants

LONDON
Experienced and qualified teacher for Common Entrance mathematics commencing April 1985.
Please apply with c.v. to Mrs. Box-Grainger, The Hampshire School, 85 Ennismore Gardens, London SW7 1NH. (29056) 205434

NORTHAMPTONSHIRE
WELLINGBOROUGH JUNIOR SCHOOL
IAPS 8 - 13 - 360 pupils - coeducational - boarding and day
Required for September 1985 a Mathematics teacher for the 11 - 13 year old pupils. The successful applicant will be expected to have a knowledge of computers and be willing to play a full part in the life of the school. Single accommodation available. Salary Burnham Scale 2.
Application with full C.V. and names, addresses and telephone numbers of two referees should be sent to The Headmaster, Wellingborough Junior School, Wellingborough, Northamptonshire NN8 2BU. (403442) 205434

SURREY
THE HAWTHORNS
Send Cobham, Surrey
(IAPS; boarding and day; 120 boys)
Qualified teacher, with recent experience, required in September, 1985 for MATHEMATICS to 'O' & P.S.E. standard. Ability to coach games an advantage. Normal supervisory duties. Burnham Scale 2. Accommodation available.
Apply: Headmaster with C.V., christian name and telephone number of referee by 28 February. (33888) 205434

KENYA
BANDA SCHOOL
Nairobi
Required for September 1985 qualified teacher of Geography. The successful applicant will be expected to teach to C.E. and Scholarship standard. (29084) 202624

English

Heads of Department

CHESHIRE
POWNALL HALL SCHOOL
Wilmslow, Cheshire SK9 5DW
IAPS Boys' Day Preparatory School (190 boys)
HEAD OF ENGLISH
Required for September 1985.
In addition to classroom teaching within the 9 - 13 age range, responsibility for Governance and Public School Scholarship standard, the person appointed will be entrusted to take responsibility for the School Library and School Magazine and to be involved with Drama. Help with games will be essential.
Burnham Scale II (D.E.S. Supernumerary).
Applications from suitably qualified and experienced teachers should be sent to the Headmaster at the school, giving the telephone numbers of two referees. Closing date for applications 15th March 1985. (29057) 202418

Geography

Other Assistants

KENYA
BANDA SCHOOL
Nairobi
Required for September 1985 qualified teacher of Geography. The successful applicant will be expected to teach to C.E. and Scholarship standard. (29084) 202624

History

Heads of Department

SHEFFIELD
BIRKDALE SCHOOL
IAPS: 475 day boys 5 - 16
Required from September 1985, an enthusiastic and well qualified teacher to take responsibility for HISTORY throughout the school, teaching to C.E. and Scholarship levels, as well as teaching to O. level in the developing Senior School, established in 1984.
A committed Christian, ready to be enthusiastically involved in out of school activities (particularly games) preferred. Scale 2 post. Graduate candidates should be prepared to play an active part in the life of the school and should state to what level they would like to contribute.
For a job description and details of salary, which will reflect the importance attached to the post, please write to the Headmaster. 801614 (29079)

Other Assistants

LONDON
MILESTONE PREPARATORY SCHOOL
66 New Bond Street, W1Y 0DF
Qualified History Teacher required April, 1985.
Please send full C.V. To: The Headmistress. Ability to offer additional subjects an advantage. 202824 (29006)

Modern Languages

Other Assistants

PERTHSHIRE
ARDVRECK SCHOOL
Crieff PH7 4EX
(APS Co-educational Boarding School (8 - 14 years)
Required for September an enthusiastic and experienced teacher to be responsible for the teaching of French throughout the school. The ability to coach games, particularly rugby, an advantage. Accommodation is available and a willingness to be fully involved in boarding school life is essential.
Apply to the Headmaster giving curriculum vitae and names of two referees. (40191) 205504

KENYA
BANDA SCHOOL
Nairobi
Required for September 1985 qualified teacher of Mathematics. The successful applicant will be expected to teach to C.E. and Scholarship standard. The ability to coach games an advantage. The school is situated on the edge of Nairobi game park and is a member of the I.A.P.S. (29083) 203434

WILTSHIRE
PRIOR PARK PREPARATORY SCHOOL
Cricklade, Wiltshire SN6 6HA
(Co-ed R.C. Boarding & Day I.A.P.S.)
MATHEMATICS
Required for September 1985 a graduate experienced in teaching Mathematics to Common Entrance and Scholarship Scholarship levels.
The successful candidate will ideally be resident and able to assist in the coaching of sport.
Accommodation available in return for residential duties. Salary Burnham Scale.
Apply in writing with full C.V. and naming 2 referees to The Headmaster, Prior Park Preparatory School, Cricklade, Wilts. SN6 6HA. (29094) 203434

Music

Heads of Department

PERTHSHIRE
DIRECTOR OF MUSIC
With experience in choral and instrumental work required for small boarding preparatory school September, 1985. Single accommodation available.
Apply, giving full details and names and tel. nos. of two referees to: The Headmaster, Croftinloan School, Pitlochry, Perthshire PH16 5NJ. (38048) 801624

Other Assistants

CAMBRIDGESHIRE
THE KING'S SCHOOL
Ely, Cambridgeshire CB7 4DB
Required for September 1985, a teacher to be responsibility of the Department within the Department to assist Junior School Head of Music to Common Entrance standard up to 16 year olds would be an advantage.
The successful applicant will also be required to help with the teaching of Latin or other subjects and to take part in the extensive games programme with a boarding school.
Salary in accordance with the Burnham Salary Award with the Full Salary Allowance.
Applications and addresses of two referees to the Headmaster, The King's School, Ely, Cambridgeshire CB7 4DB. (40619) 205504

PREPARATORY SCHOOLS
continued

Physical Education

Other Assistants

KENYA
BANDA SCHOOL
Nairobi
Enthusiastic specialist required for September 1985. The successful applicant would be expected to teach physical education throughout the school and help with the coaching of games and swimming. The school is situated on the edge of Nairobi game park and is a member of the I.A.P.S. 204224 (29051)

Science

Heads of Department

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
350 day boys
Required for September 1985 a qualified teacher to have responsibility for Science throughout the school with particular reference to Common Entrance and Scholarship teaching. The successful candidate will have opportunities for pastoral further development and responsibility in science throughout the school.
Application with C.V., names of two referees and s.a.e. to The Headmaster, St. John's School, Potters Street Hill, Northwood, Middx. HA6 3QY. (40092) 204818

Other Assistants

HERTFORDSHIRE
KINGSBOTT SCHOOL
St. Ippolyts, Hitchin, Hertfordshire SG4 7JX
(APS co-educational Day School for boys and girls 4 - 13 years)
Required for September 1985 an enthusiastic, well-qualified and experienced teacher to take charge of SCIENCE throughout the Prep School in a brand new laboratory to be opened in September 1985. The ability to offer an out-of-school activity and/or games would be an added advantage.
Salary Burnham Scale 2, plus allowance.
Applications, with full C.V. and names & addresses of two referees to: The Headmaster, Kingsbott Preparatory School, Kingsbott, Hitchin, Hertfordshire SG4 7JX. (40928) 202818

Other Assistants

LONDON
MILESTONE PREPARATORY SCHOOL
66 New Bond Street, W1Y 0DF
Qualified History Teacher required April, 1985.
Please send full C.V. To: The Headmistress. Ability to offer additional subjects an advantage. 202824 (29006)

Mathematics

Other Assistants

LONDON
Experienced and qualified teacher for Common Entrance mathematics commencing April 1985.
Please apply with c.v. to Mrs. Box-Grainger, The Hampshire School, 85 Ennismore Gardens, London SW7 1NH. (29056) 205434

NORTHAMPTONSHIRE
WELLINGBOROUGH JUNIOR SCHOOL
IAPS 8 - 13 - 360 pupils - coeducational - boarding and day
Required for September 1985 a Mathematics teacher for the 11 - 13 year old pupils. The successful applicant will be expected to have a knowledge of computers and be willing to play a full part in the life of the school. Single accommodation available. Salary Burnham Scale 2.
Application with full C.V. and names, addresses and telephone numbers of two referees should be sent to The Headmaster, Wellingborough Junior School, Wellingborough, Northamptonshire NN8 2BU. (403442) 205434

SURREY
THE HAWTHORNS
Send Cobham, Surrey
(IAPS; boarding and day; 120 boys)
Qualified teacher, with recent experience, required in September, 1985 for MATHEMATICS to 'O' & P.S.E. standard. Ability to coach games an advantage. Normal supervisory duties. Burnham Scale 2. Accommodation available.
Apply: Headmaster with C.V., christian name and telephone number of referee by 28 February. (33888) 205434

Other than by Subject Classification

Heads of Department

SUSSEX
ST ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
I.A.P.S. Co-educational 325 children)
Required for September 1985 a graduate experienced in teaching Mathematics to Common Entrance and Scholarship standard. The successful candidate will have opportunities for pastoral further development and responsibility in science throughout the school.
Application with C.V., names of two referees and s.a.e. to The Headmaster, St. John's School, Potters Street Hill, Northwood, Middx. HA6 3QY. (40092) 204818

Other Assistants

BIRMINGHAM
HOLY CHILD SCHOOL
Sir Harry's Road, Edgbaston, Birmingham B15 3UR
Tel: 021-420 4108
Assistant Teacher required September 1985 - Music Mistress
Roman Catholic Preparatory School.
Further details and application forms are obtainable from the school secretary. Closing date: 1st March, 1985. (34848) 205594

BRISTOL, NR.
Qualified and experienced nursery/infant teacher required for September, 1985. 5 year olds in Reception class of mixed Preparatory School. Further details from the Headmistress, Mrs. Jones, Beaconsfield, Tockington, Nr. Bristol. Tel: Olveston (045 387) 2241. (29095) 205594

LONDON W8
ST. PAUL'S GIRLS' PREPARATORY SCHOOL
A qualified teacher with at least four years experience required for September 1985 for reception class of 25 5 - 6 year old girls. Burnham Scale plus London weighting.
Please apply in writing with curriculum vitae and names, addresses and telephone numbers of two referees to: Headmistress, Bute House, Lunesdowne Gardens, London W8. (34881) 203624

LONDON
HIGHGATE JUNIOR SCHOOL
(IAPS 330 boys)
Required for September 1985 an assistant teacher to teach general subjects to boys aged 8 to 13. The ability to help with games: Cricket, soccer, Rugby Fives would be an added recommendation and the successful applicant would be expected to take a full part in the life of the school.
Possibility of accommodation being available.
Highgate School Salary scale.
Applications with curriculum vitae and names and addresses of two referees should be sent to The Master, Highgate Junior School, 3 Bishopswood Road, London N6. From whom further details of the post may be obtained. (34774) 205594

LONDON
NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for September 1985. A well-qualified teacher to be responsible for a class of twenty, six year olds. Some experience desirable, and ability to teach general subjects. Particular interest in Music would be of value.
Please apply by letter with curriculum vitae and names of two referees to: The Head Mistress, Notting Hill and Ealing High School, 5 Cleveland Road, London W13 8AX. (280111) 205624

LONDON
WESTMINSTER CATHEDRAL CHOIR SCHOOL
(IAPS. CSA. 90 pupils: 60 Day Boys, 30 Chorister-Boarders)
Required in September assistant teacher to take English and general subjects to Form 4 group. Common entrance geography and games coaching would be added recommendations.
Possibility of bachelor accommodation in return for house duties.
Burnham scale by negotiation.
Before applying please write for details to Headmaster, 19 Carlisle Mansions, Carlisle Place, London SW1P 1JX. (40824) 205594

LEICESTERSHIRE
GRACE DIEU MANOR SCHOOL
Roman Catholic Preparatory School for Ratcliffe College (co-educational, boarding and day)
Required for September 1985, RESIDENT PRIMARY TEACHER for small class of 7 - 9 year olds. Also supervise Boarding of first small group of girls.
Burnham Scale and accommodation.
Applications in writing, with CV, naming 2 referees to Rev. Heath-Whomsley, Grace Dieu Manor, Grace Dieu, Nr. Leicester, Leics. LE6 0UN. (40183) 205594

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
12 Netherhall Gardens, London NW3 5TG
(JUNIOR SCHOOL)
Required for September 1985, enthusiastic Infant Teacher for a class of six-year olds in all academic and creative Junior School Experience essential. Interest in music and ability to play the piano an advantage.
Burnham Scale 1 plus Inner London Allowance.
Apply by letter to the Head of Junior School, enclosing curriculum vitae and the names of two referees. (29088) 205594

LONDON SW14
Required September 1985 fully qualified and preferably experienced teacher, to teach a class of boys age range 5 to 7 in IAPS day school. Salary offered equivalent to Burnham Scale 3, or above to the right candidate.
Apply in writing giving full career details and the names of two referees to Headmaster, The Tower House School, 188 Sheen Lane, SW14 8LP. (34845) 205644

LONDON SW1
SLOANE SQUARE
Required for September 1985 an enthusiastic and qualified form teacher for 8 - 9 year old girls.
Please apply in writing with full C.V. to: Gordon Angus Cargill, 85 Blomfield Gardens, SW1W 8ED.
Only those with high standards and experience need apply. (29056) 205624

LONDON SW1
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, Sloane Square, London SW1W 8JF
(co-educational Day School, 320 girls 4 - 18 years)
Required in September 1985, trained and experienced teacher for general subjects for 8 - 9 year old girls. Preference will be given to mathematics specialist.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (29087) 205624

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS.
JUNIOR SCHOOL
Chamber Road, Oldham, Lancs. OL8 4BU
(Tel: 061-624 2523)
(115 girls)
Required for September a well qualified FORM TEACHER for class of seven year old girls. This is a new post as the school is expanding, there will be opportunity for initiative and enterprise. Salary: Burnham Scale 1.
Please apply to the Headmistress by letter (no forms) enclosing full curriculum vitae and the names of two referees. (34890) 205624

LONDON
Independent Catholic Preparatory School requires for April 1985 Form Teacher 8 - 9 year old girls.
Applications in writing to: The Canonbie School, 176 Arlington Road, London NW1 7EY. (40850) 205624

LONDON
Independent Catholic Preparatory School requires for April 1985 Form Teacher 7 - 8 year old girls - strength in Maths and French needed.
Applications in writing to: The Cavendish School, 179 Arlington Road, London NW1 7EY. (40821) 205624

MANCHESTER
WITHINGTON GIRLS' SCHOOL
Wellington Road, Manchester M14 8AH.
Required in September 1985, for an experienced teacher, preferably a graduate, to teach general subjects in Junior Department.
The person appointed is expected to spend most of the time teaching general class subjects to a form of seven year old girls but there will be scope elsewhere to deploy any specific interests.
Salary Burnham Scale 1.
Letters of application including full curriculum vitae and names and addresses of two referees should be sent to the Headmistress at the school. (40816) 205624

SURREY
CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 560 girls aged 4 - 18 years
Required for September 1985 qualified fulltime teacher for a class of 6 year old girls. Salary Burnham Scale, Outer London Weighting.
Apply in writing to the Headmistress, 78 Croham Road, South Croydon CR2 7YN, with curriculum vitae and names of two referees. Closing date, Monday, March 11th 1985. (34893) 205624

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL
(JUNIOR SCHOOL)
Required for September 1985, enthusiastic Infant Teacher for a class of six-year olds in all academic and creative Junior School Experience essential. Interest in music and ability to play the piano an advantage.
Burnham Scale 1 plus Inner London Allowance.
Apply by letter to the Head of Junior School, enclosing curriculum vitae and the names of two referees. (29088) 205594

LONDON SW14
Required September 1985 fully qualified and preferably experienced teacher, to teach a class of boys age range 5 to 7 in IAPS day school. Salary offered equivalent to Burnham Scale 3, or above to the right candidate.
Apply in writing giving full career details and the names of two referees to Headmaster, The Tower House School, 188 Sheen Lane, SW14 8LP. (34845) 205644

LONDON SW1
SLOANE SQUARE
Required for September 1985 an enthusiastic and qualified form teacher for 8 - 9 year old girls.
Please apply in writing with full C.V. to: Gordon Angus Cargill, 85 Blomfield Gardens, SW1W 8ED.
Only those with high standards and experience need apply. (29056) 205624

LONDON SW1
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, Sloane Square, London SW1W 8JF
(co-educational Day School, 320 girls 4 - 18 years)
Required in September 1985, trained and experienced teacher for general subjects for 8 - 9 year old girls. Preference will be given to mathematics specialist.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (29087) 205624

ROME
ITALY
Well qualified Junior Teacher required for September 1985. See Overseas Appointments for details. (281281) 205624

SURREY
JUNIOR SCHOOL FOR ST. GEORGE'S COLLEGE
Weybridge, Surrey
(Boys, R.C. I.A.P.S. Independent)
TEACHER REQUIRED for September 1985 to take charge of form of 7 year old girls. Burnham Scale and General Supernumerative.
Apply in writing with C.V., naming two referees, to The Headmaster, Woburn Hill School, St. George's College, Weybridge. (33684) 203624

SURREY
HOMEFIELD SCHOOL
Eastern Road, Sutton, Surrey I.A.P.S.
Due to maternity leave there will be a vacancy from September, 1985 for one term for an experienced teacher to take a form of 7 - 8 year old boys. There is a strong possibility that the appointment could be become permanent from January, 1986. Non-resident. London Allowance Scale 1.
Apply to the Headmaster in writing with Curriculum Vitae and the names of two referees. (29068) 205624

YORKSHIRE
GATEWAYS SCHOOL
Harewood, Leeds LS17 8LE
Fulltime boarding and day Infants required for September 1985. Burnham Scale 1 and Government Superannuation payable.
Applications with full curriculum vitae and the names of two referees should be sent immediately to the Headmistress at the above address. (40031) 205624

Other than by Subject Classification

Heads of Department

LONDON
SOUTH HAMPSTEAD HIGH SCHOOL
(JUNIOR SCHOOL)
Required for September 1985, enthusiastic Infant Teacher for a class of six-year olds in all academic and creative Junior School Experience essential. Interest in music and ability to play the piano an advantage.
Burnham Scale 1 plus Inner London Allowance.
Apply by letter to the Head of Junior School, enclosing curriculum vitae and the names of two referees. (29088) 205594

LONDON SW14
Required September 1985 fully qualified and preferably experienced teacher, to teach a class of boys age range 5 to 7 in IAPS day school. Salary offered equivalent to Burnham Scale 3, or above to the right candidate.
Apply in writing giving full career details and the names of two referees to Headmaster, The Tower House School, 188 Sheen Lane, SW14 8LP. (34845) 205644

LONDON SW1
SLOANE SQUARE
Required for September 1985 an enthusiastic and qualified form teacher for 8 - 9 year old girls.
Please apply in writing with full C.V. to: Gordon Angus Cargill, 85 Blomfield Gardens, SW1W 8ED.
Only those with high standards and experience need apply. (29056) 205624

LONDON SW1
FRANCIS HOLLAND SCHOOL
39 Graham Terrace, Sloane Square, London SW1W 8JF
(co-educational Day School, 320 girls 4 - 18 years)
Required in September 1985, trained and experienced teacher for general subjects for 8 - 9 year old girls. Preference will be given to mathematics specialist.
Apply in writing, giving particulars and the names of two referees to the Headmistress. (29087) 205624

OLDHAM
THE HULME GRAMMAR SCHOOL FOR GIRLS.
JUNIOR SCHOOL
Chamber Road, Oldham, Lancs. OL8 4BU
(Tel: 061-624 2523)
(115 girls)
Required for September a well qualified FORM TEACHER for class of seven year old girls. This is a new post as the school is expanding, there will be opportunity for initiative and enterprise. Salary: Burnham Scale 1.
Please apply to the Headmistress by letter (no forms) enclosing full curriculum vitae and the names of two referees. (34890) 205624

LONDON
Independent Catholic Preparatory School requires for April 1985 Form Teacher 8 - 9 year old girls.
Applications in writing to: The Canonbie School, 176 Arlington Road, London NW1 7EY. (40850) 205624

LONDON
Independent Catholic Preparatory School requires for April 1985 Form Teacher 7 - 8 year old girls - strength in Maths and French needed.
Applications in writing to: The Cavendish School, 179 Arlington Road, London NW1 7EY. (40821) 205624

MANCHESTER
WITHINGTON GIRLS' SCHOOL
Wellington Road, Manchester M14 8AH.
Required in September 1985, for an experienced teacher, preferably a graduate, to teach general subjects in Junior Department.
The person appointed is expected to spend most of the time teaching general class subjects to a form of seven year old girls but there will be scope elsewhere to deploy any specific interests.
Salary Burnham Scale 1.
Letters of application including full curriculum vitae and names and addresses of two referees should be sent to the Headmistress at the school. (40816) 205624

SURREY
CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 560 girls aged 4 - 18 years
Required for September 1985 qualified fulltime teacher for a class of 6 year old girls. Salary Burnham Scale, Outer London Weighting.
Apply in writing to the Headmistress, 78 Croham Road, South Croydon CR2 7YN, with curriculum vitae and names of two referees. Closing date, Monday, March 11th 1985. (34893) 205624

YORKSHIRE
GATEWAYS SCHOOL
Harewood, Leeds LS17 8LE
Fulltime boarding and day Infants required for September 1985. Burnham Scale 1 and Government Superannuation payable.
Applications with full curriculum vitae and the names of two referees should be sent immediately to the Headmistress at the above address. (40031) 205624

Colleges of Further Education

Heads of Department

LARGE PRIVATE COLLEGE

Requires energetic and innovatory person to take over the post of

DIRECTOR OF STUDIES.

Apart from sound academic qualifications applicants should have extensive knowledge of the wide range of Business and Management courses and 'O' and 'A' level courses available. Applicants should possess a flair for organisation and a capacity for dealing with people. Experience of working with overseas students would be a distinct advantage. Applicants should preferably be between the ages 30 - 50.

For further details please ring K. Kelliher on: 636 9218. (54567) 820018

Other Appointments

AVON COUNTY
FILTON TECHNICAL COLLEGE
Filton Avenue, Bristol BS12 7AW
DEPARTMENT OF SOCIAL STUDIES
Lecturer I in Economics and Geography to teach on GCE 'O' and 'A' level courses. Applications are invited from suitably qualified persons. Duties to commence 1st September 1985.
Details (s.a.e.) from Principal. Completed forms returnable by 14th March 1985. (29565) 820026

ilea Inner London Education Authority

HACKNEY COLLEGE

VICE PRINCIPAL
(Group 7H)

Applications are invited for the post of Vice Principal from persons with successful experience of managment at a senior level in Further Education.

Hackney is a multi-site College serving the North East quadrant of London and offering a good range of basic and developmental courses.

Salary on an incremental scale within the range £20,007 (plus £1,038 Inner London Allowance), starting point depending on qualifications, training and experience.

Application forms and further details obtainable from/ returnable to Senior Administrative Officer (Room 117), Hackney College, Keltan House, 89 Mare Street, E8 4RG (Tel: 01-986 8484 Ext. 292). Re-advertisement.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (8166

London Borough of Bromley
Orpington College of Further Education

Vice Principal
Group 4

Wanted from 1st September 1985

The College offers mainly full-time courses for students in the 16-19 age range, in business and general education.

Applicants should have relevant teaching and organising experience, with an interest in youth training schemes, the current CVPE initiatives, and preferably of the use of new technology in education and administration.

Salary Scale in accordance with the Burnham (F.E.) Report: Vice Principal Group 4 £15,966-£16,944, plus £678 Outer London Allowance.

Details and application forms may be obtained from:-
The Principal,
Orpington College of Further Education,
The Walnuts
High Street
Orpington, Kent BR6 0TE (14068)

HUMBERSIDE COUNTY COUNCIL

THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION
(Group 4)
VICE PRINCIPAL

Applications are invited from suitably qualified and experienced candidates for the above post, tenable from 1st September, 1985.

This is an important new post in this multi-site college with several sites in Bridlington and Driffield.

Salary range Group 4, currently £15,966-£16,944.

Application forms and further information from The Principal, The East Yorkshire College of Further Education, West Street, Bridlington, North Humberside YO15 3EA.

Closing date: 18 March 1985 (6133)

CYNGOR SIR
DYFED
COUNTY COUNCIL

EDUCATION DEPARTMENT
PEMBROKESHIRE COLLEGE OF FURTHER EDUCATION

VICE-PRINCIPAL

Applications are invited from individuals suitably qualified and experienced in further education for the post of full-time Vice-Principal of this group 4 college.

CARMARTHENSHIRE COLLEGE OF TECHNOLOGY AND ARTS

HEAD OF DEPARTMENT – ENGINEERING (Group 5)

Applications are invited from suitably qualified progressive engineers for appointment to the post of Head of Department and County Co-ordinator. The person appointed will be required to undertake the duties of a head of department and advise the director of education on the co-ordination of engineering courses throughout the County for which an additional salary allowance is payable.

HEAD OF DEPARTMENT – SCIENCE (Group 2)

Applications are invited from suitably qualified progressive scientists for appointment to the post of Head of Department and County Co-ordinator. The person appointed will be required to undertake the duties of a head of department and advise the director of education on the co-ordination of science courses throughout the County for which an additional salary allowance is payable.

Application forms, and further particulars, available from the undersigned to whom they should be returned by 18th March, 1985. W. J. Phillips, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH. (14076)

COLLEGES OF FURTHER EDUCATION
continued

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM

BARKING COLLEGE OF TECHNOLOGY

DEPARTMENT OF INDUSTRIAL ENGINEERING

Lecturer (Grade I) for Motor Vehicle, Craft Studies and Practice
Salary Scales: £6,948 - £11,550 p.a. inclusive

The person appointed will be required to teach Motor Vehicle Craft Practice and Related Theory subjects in both the classroom and workshop environment. The appointment involves teaching full time, part time and school link courses to students studying for the City and Guilds 381 Motor Vehicle Craft Studies with Vehicle Certificate of Education being desirable although not essential.

Application forms and further details from: The Administrative Officer, Barking College of Technology, Dagenham, Essex RM7 0XU. Please enclose foolscap S.A.E. Completed forms must be returned within 14 days of the appearance of this notice.
(40041) 280026

DORSET
WEYMOUTH COLLEGE
Requires Lecturers. Please see display advert under Colleges of Further Education.
(34178) 140026

Humberside County Council
Hull College of Further Education
Principal: A Tuck BSc CEng MIEE MIERE FRSA
HM PRISON (HULL) – EDUCATION DEPARTMENT

Head of Department Grade II

and a person of energy and enthusiasm is required to head an education department in a modern local prison. This prison is a top security (dispersal establishment). The Education Department includes sections in Open University, 'A', 'O' and RSA classes, Business Studies, Remedial Education, individual tuition within certain parts of the prison, and vocational training in Furniture Craft and Tailoring.

The person appointed should be a graduate of a British University who has experience in the management of Adult Education with considerable experience of an Education Department within a top security prison. The Education Officer is responsible to the Governor of the prison for the security and operational aspects of the Department. The Education Officer is responsible to the Principal of the College for the Education programme and for the Lecturers in the Prison.

The post is tenable from 1st September 1985.

Salary: Head of Department Grade II £12,522–£14,115 per annum.

Starting salary is dependant upon age, qualifications and experience.

Lecturer Grade II

Experienced and suitably qualified Lecturer required for 1st September 1985 to teach within the Prison Education Department.

The Lecturer would be responsible for the general running of the Vocational Training within the establishment. A knowledge of computing would be advantageous.

Salary: Lecturer II £7,548–£12,099 per annum.

The starting salary is dependant upon age, qualifications and previous experience.

DEPARTMENT OF CATERING AND CARING SERVICES
(Readvertisement)

Lecturer II

Required for September 1985 to contribute to the teaching of two or the following subjects to craft and diploma students: Food Services, Front Office, Housekeeping.

Relevant qualifications, appropriate industrial and teaching experience essential.

Salary: Lecturer Grade II £7,548–£12,099 per annum.

Starting salary dependant upon age, experience and qualifications.

Application forms and further particulars for all posts can be obtained from The Administrative Officer (Personnel), Hull College of Further Education, Queens Gardens, Hull, North Humberside. Telephone (0482) 29043, Ext. 236.

Closing date: 16th March 1985.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview. (40073)

hcfe

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc(Econ), Ph.D., C.Chem., F.R.S.C., F.R.S.A.,

DEPARTMENT OF ELECTRICAL ENGINEERING
LECTURER II IN ELECTRICAL INSTALLATION

To teach Electrical Installation theory and practice on a wide range of Courses.

Salary Scale: Lecturer II £6,885 - £13,136 p.a. inclusive.

Brent is an equal opportunities employer. Brent is fundamentally committed to multi-cultural education.

Application forms (SAE) from the Chief Administrative Officer, Willesden College of Technology, Denzil Road, London NW10 2XD. (Tel: 01-451 3411) returnable within 14 days. 220026
(40855)

CLEVELAND
LONGLANDS COLLEGE OF FURTHER EDUCATION
(RE-ADVERTISEMENT)
Applications are invited from suitably qualified candidates for the following post:

SENIOR LECTURER IN COMPUTER APPLICATIONS

Duties will include the ability to offer one of the following areas of expertise:

- The flexible use of small computer systems in business and/or industry.
- The use of computers in personal tuition.
- The use of computers as a learning aid.
- The application of computers in science, including interfacing with laboratory instruments, etc.

Salary Scale: £7,175 - £13,188.

Application forms and further details are available from the Principal, Secretary, Longlands College of Further Education, Douglas Street, Middlesborough, Cleveland TS4 2JW. Completed application forms should be returned within 14 days of the appearance of this advertisement.

NOTE: Previous applicants need not re-apply as they will be considered along with other received. 220026

DORSET
DORSET COUNTY COUNCIL
WEYMOUTH COLLEGE
Lecturer in Electrical Engineering

Required for September 1985 to teach Electrical Engineering to City and Guilds 224 and 236 Courses.

Salary Scale: Lecturer II £6,885 - £13,136 p.a. inclusive.

Application forms and further particulars from the Principal, Weymouth College, Cranford Avenue, Weymouth, Dorset DT4 7LQ. Closing date 15th March 1985. 220026

DERBYSHIRE
CHESTERFIELD COLLEGE OF TECHNOLOGY AND ARTS

Required for April or September 1985.

LECTURER GRADE I IN BUSINESS STUDIES to teach some of the following: management and stock control, information in organisations, distribution, numeracy and accounting/book-keeping, clerical services, business law.

Candidates should be suitably qualified and preferably teacher trained.

Application forms and particulars from the Principal, Infirmary Road, Chesterfield. Closing date 15th March 1985.

Derbyshire County Council is an Equal Opportunities Employer. 220026
(40813)

DEVON
SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
BUSINESS STUDIES DEPARTMENT
Senior Lecturer in Development Administration

Applications are invited for the above post from September 1985 to take responsibility for the well-established Diploma in Development Administration course for overseas government and local government administrative officers. First hand experience of work in a Developing Country and an ability to teach Development Administration is essential.

Further particulars and application form can be obtained from: The Chief Administrative Officer, South Devon College of Arts & Technology, Newton Road, Torquay, Devon TQ2 5BY and return to us not later than 15th March 1985. (S.A.E. please). (36379) 220026

EXETER
EXETER COLLEGE
Hele Road, Exeter EX4 4JS

DEPARTMENT OF HOTEL, CATERING AND CARE SERVICES

LECTURER GRADE I HAIRDRESSING

(Temporary 1 year)

Applications are invited for the above post.

Applicants should hold recognised professional qualifications in hairdressing, as well as an appropriate teaching certificate, together with suitable industrial experience.

SALARY LI £5,649 - £9,735.

Further details, application form returnable within 14 days of the appearance of this advertisement from the Principal (see please). (34184) 280026

GLOUCESTERSHIRE
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
SPECIAL EDUCATIONAL NEEDS UNIT
LECTURER GRADE I

Required for September 1985 to teach students with Special Educational needs at the College. Applicants must be qualified teachers in this field and previous experience in Special Education particularly with students who have learning difficulties is essential. A further qualification in Speech therapy would be an advantage.

Application forms and further details from the Principals: Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. 220026
(40623)

GRAMPIAN
REGIONAL COUNCIL

MORAY COLLEGE OF FURTHER EDUCATION
Elgin

SENIOR LECTURER II - BUSINESS STUDIES DEPT.

Applicants should be suitably qualified and experienced to undertake responsible for control and development of Youth Training Scheme courses, 16 plus Action Plan Motor Car work and a range of day release courses currently offered.

Candidates should offer one or more of the following: (a) appropriate university degree; (b) professional qualification; (c) Higher Diploma or equivalent qualification and professional experience; (d) Teaching qualification. Relevant industrial and/or commercial experience would be advantageous in addition to ability to supervise and control staff.

Salary £10,881 - £12,777.

Application forms and further details from Director of Education, Woodhill House, Aberdeen AB9 8JU with completed applications (2 copies) should be lodged by Monday, March 18. (40035) 220026

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
HOUNSLOW BOROUGH COLLEGE

Lecturer I in Engineering to teach craft and technician students up to C. & G. 205 Pt. III and BTEC Level III.

Ability to offer CNC experience an advantage.

Salary £5,910 - £10,512 plus L.W.

Further particulars and application form from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS upon receipt of large S.A.E. Closing date 14 days from advertisement. (39098) 280026

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE III SENIOR LECTURER IN SCIENCE

A graduate in Physics/Electronics or Control Engineering is required for September 1985 (or earlier if possible) who should have experience in one or more of the following: Microprocessor systems, Survey Monitoring/Measurement, Radiation Monitoring, Microprocessor Control Systems. The Department offers H.N.D. courses in Energy Management in Buildings and Plant; Pollution Management; Conversation Management.

Further details from The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants GU14 6SB (s.a.e. please).

Closing date: 15th March 1985. (29004) 220026

HARINGEY
LONDON BOROUGH OF HARINGEY
Progress with Humanity

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Tel: 01-802 3111
Principal: J.R. Parry
Williams, M.Sc., Ph.D., C.Biol., F.I.Biol., F.R.E.S.

DEPARTMENT OF ENGINEERING
Required from 1st April 1985. LECTURER GRADE I to teach ELECTRONICS and MICROELECTRONICS.

Salary: LECTURER GRADE I: Within the range £6,885 - £11,550 per annum inclusive of London Weighting. Starting salary above the minimum may be paid according to qualifications and experience.

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Vice Principal (JHB) stamped addressed envelope please, returnable within 7 days of the advertisement.

Haringey is an Equal Opportunity Employer. (34571) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID-KENT COLLEGE OF HIGHER & FURTHER EDUCATION
Department of Mathematics, Statistics and Computing
LECTURER GRADE I

Required as soon as possible Lecturer Grade I to teach computing subjects up to £10,512 level. Candidates must have a degree or equivalent and be interested in commercial aspects of computing. An active interest in the economy would be a useful asset.

Salary scale £5,910 to £10,512.

Application forms and further details available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent. Completed applications should be returned by Friday 15th March. (40419) 220026

HERTFORDSHIRE
ST ALBANS COLLEGE
29 Hatfield Road, St. Albans, Herts. AL1 3RJ

(Tel: 60453)

PART-TIME LECTURER in SOCIAL WORK (Days/weekends) to arrange and teach practice courses for residential, day and domiciliary social work; carry into rate 1/85 £9,810 - £10,512 plus London weighting.

Further details and application forms from the principal to whom completed forms should be returned by 11th March 1985. (30990) 220026

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF BUSINESS STUDIES

Applications are invited for the following posts:

LECTURER I AND LECTURER II IN BUSINESS STUDIES

The level of the appointments will depend on qualifications and experience. A high degree of flexibility is desirable as there is some overlap between the subject areas required for each post.

Post A: Business Administration. Administration in Business, Business Planning.

Post B: Economics and Marketing.

SENIOR LECTURER II IN ADVERTISING/MARKETING RELATIONS:

Applicants will be required to take an active part in all these areas and will have acquired, or be in a position to obtain, an energy or in the case of salaries in accordance with the Burnham Further Education Scales.

Further details and application forms are available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, Ext. 246). 220026
(40733)

KENT
COUNTY COUNCIL
Education Committee

NORTH WEST KENT COLLEGE OF TECHNOLOGY
Department of Electrical & Electronic Engineering

Applications are invited for the post of SENIOR LECTURER IN ELECTRICAL ENGINEERING.

Candidates should have a degree or equivalent qualification and appropriate industrial experience. The successful applicant will be expected to take charge of the development of new courses in the area of digital and micro-oligotronic applications and to teach electronic and digital electronic subjects to BTEC Diploma and C.G.L.I. Basic Electronic Servicing courses.

Further details and application forms can be obtained from the Principal, North West Kent College of Technology, Dartford, Kent DA1 2LU. Tel: Dartford 25471. (40405) 280026

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF BUSINESS STUDIES

Applications are invited for the following posts:

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(40737)

KENT
COUNTY COUNCIL
Education Committee

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Department of Electrical & Electronic Engineering

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GRAMPIAN
REGIONAL COUNCIL

MORAY COLLEGE OF FURTHER EDUCATION
Elgin

SENIOR LECTURER II - BUSINESS STUDIES DEPT.

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Salary £10,881 - £12,777.

Application forms and further details from Director of Education, Woodhill House, Aberdeen AB9 8JU with completed applications (2 copies) should be lodged by Monday, March 18. (40035) 220026

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
HOUNSLOW BOROUGH COLLEGE

Lecturer I in Engineering to teach craft and technician students up to C. & G. 205 Pt. III and BTEC Level III.

Ability to offer CNC experience an advantage.

Salary £5,910 - £10,512 plus L.W.

Further particulars and application form from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS upon receipt of large S.A.E. Closing date 14 days from advertisement. (39098) 280026

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE III SENIOR LECTURER IN SCIENCE

A graduate in Physics/Electronics or Control Engineering is required for September 1985 (or earlier if possible) who should have experience in one or more of the following: Microprocessor systems, Survey Monitoring/Measurement, Radiation Monitoring, Microprocessor Control Systems. The Department offers H.N.D. courses in Energy Management in Buildings and Plant; Pollution Management; Conversation Management.

Further details from The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants GU14 6SB (s.a.e. please).

Closing date: 15th March 1985. (29004) 220026

HARINGEY
LONDON BOROUGH OF HARINGEY
Progress with Humanity

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Tel: 01-802 3111
Principal: J.R. Parry
Williams, M.Sc., Ph.D., C.Biol., F.I.Biol., F.R.E.S.

DEPARTMENT OF ENGINEERING
Required from 1st April 1985. LECTURER GRADE I to teach ELECTRONICS and MICROELECTRONICS.

Salary: LECTURER GRADE I: Within the range £6,885 - £11,550 per annum inclusive of London Weighting. Starting salary above the minimum may be paid according to qualifications and experience.

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Vice Principal (JHB) stamped addressed envelope please, returnable within 7 days of the advertisement.

Haringey is an Equal Opportunity Employer. (34571) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MID-KENT COLLEGE OF HIGHER & FURTHER EDUCATION
Department of Mathematics, Statistics and Computing
LECTURER GRADE I

Required as soon as possible Lecturer Grade I to teach computing subjects up to £10,512 level. Candidates must have a degree or equivalent and be interested in commercial aspects of computing. An active interest in the economy would be a useful asset.

Salary scale £5,910 to £10,512.

Application forms and further details available from the Principal, Mid-Kent College of Higher & Further Education, Horsted, Maidstone Road, Chatham, Kent. Completed applications should be returned by Friday 15th March. (40419) 220026

Lecturers

CRAWLEY COLLEGE OF TECHNOLOGY, College Road, Crawley, Sussex.

Required for 1st September, 1985 LECTURER GRADE II to teach aspects of Personnel Management and related studies on BTEC (Higher National/National) and Management courses.

Candidates should possess relevant academic/experiential qualifications including corporate membership of the Institute of Personnel Management.

LECTURERS GRADE I to teach –

(a) Law and related course studies on BTEC (Higher National/National), GCE 'A' Level 1 and Professional courses.
Applicants should possess appropriate academic/teaching qualifications. Business Employment experience would be an advantage.

(b) Educational Studies (Child Development) with particular relevance to Nursery Nurse Education.
An ability to teach Sociological Studies may be an advantage. Applicants should be teacher-trained and have had experience in teaching in Nursery and/or Primary Education.

(c) BTEC National Certificate courses in Electrical and Electronic Engineering.

(d) C. & G. Electrical installation courses Parts 1 and 11.

Salary Scales –
Lecturer Grade II £7,548–£12,099
Lecturer Grade I £5,910–£10,512 + £258 L.W.

Application and particulars from the Principal on receipt of s.a.e.

Closing date two weeks from the date of this advertisement. (14083)

west sussex

REDBRIDGE TECHNICAL COLLEGE
Little Heath, Romford, RM6 4XT
Tel: 01-599 5231

Required from September, 1985:

LECTURERS II

DISTRIBUTION/EUROPEAN TRADE
ACCOUNTS/DATA PROCESSING
EFL/ESL
ELECTRONICS
COMMUNITY CARE/FOOD STUDIES

LECTURERS I

HEALTH/CARE STUDIES
SYSTEMS ENGINEERING
HAIRDRESSING (½ POST)
CUSTOMER-SERVICE CATERING
SECRETARIAL SKILLS/REMEDIAL
BEC STUDIES
PROPERTY MAINTENANCE

Application forms and further details may be obtained from the Principal at the above address.

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF ADVANCED ENGINEERING
Required as soon as possible:

LECTURER GRADE I in Body Repair, Sheet Metal and Welding Processes to teach a range of courses up to and including City & Guilds Part 3.

LECTURER GRADE I in Motor Vehicle Work to teach on a range of courses up to and including BTEC Level 3.

Salary in accordance with Burnham F.E. Scale for Lecturers Grade I: £5,910 - £10,512 p.a. plus £958 fringe allowance.

Further details and application forms are available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, Ext. 246). 220026
(40739)

ISLE OF MAN
BOARD OF EDUCATION

ISLE OF MAN COLLEGE OF FURTHER EDUCATION
Homefield Road, Douglas, Isle of Man

DEPARTMENT OF GENERAL EDUCATION

LECTURER I - HEALTH STUDIES

Required for September, 1985. Lecturer I to teach N.N.E.B. students, S.R.N. essential, S.C.M. and teacher training desirable.

Application forms and further details may be obtained from the Principal (0624 625115) to whom completed forms should be returned by 18th March 1985. (40215) 220026

ISLE OF WIGHT
ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF HOTEL AND CATERING SERVICES
Required for 1st September 1985.

LECTURER GRADE I IN FOOD PRODUCTION to teach Practical and related Theory subjects to Catering Students following 706/1, 706/2, 706/3 and BTEC Courses.

Good Craft qualifications and relevant industrial experience are essential. A teaching qualification is desirable.

Further details and application forms (SAE please) from the Chief Administrative Officer, Isle of Wight College of Arts and Technology, Medina Way, Newport, Isle of Wight PO30 5TA to whom completed forms should be returned by 23rd March 1985. (40188) 280026

HERTFORDSHIRE
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF BUSINESS STUDIES

Applications are invited for the following posts:

LECTURER I AND LECTURER II IN BUSINESS STUDIES

The level of the appointments will depend on qualifications and experience. A high degree of flexibility is desirable as there is some overlap between the subject areas required for each post.

Post A: Business Administration. Administration in Business, Business Planning.

Post B: Economics and Marketing.

SENIOR LECTURER II IN ADVERTISING/MARKETING RELATIONS:

Applicants will be required to take an active part in all these areas and will have acquired, or be in a position to obtain, an energy or in the case of salaries in accordance with the Burnham Further Education Scales.

Further details and application forms are available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, Ext. 246). 220026
(40737)

KENT
COUNTY COUNCIL
Education Committee

NORTH WEST KENT COLLEGE OF TECHNOLOGY
Department of Electrical & Electronic Engineering

Applications are invited for the post of SENIOR LECTURER IN ELECTRICAL ENGINEERING.

Candidates should have a degree or equivalent qualification and appropriate industrial experience. The successful applicant will be expected to take charge of the development of new courses in the area of digital and micro-oligotronic applications and to teach electronic and digital electronic subjects to BTEC Diploma and C.G.L.I. Basic Electronic Servicing courses.

Further details and application forms can be obtained from the Principal, North West Kent College of Technology, Dartford, Kent DA1 2LU. Tel: Dartford 25471. (40405) 280026

ISLE OF WIGHT
ISLE OF WIGHT COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF HOTEL AND CATERING SERVICES
Required for 1st September 1985.

LECTURER GRADE I IN FOOD PRODUCTION to teach Practical and related Theory subjects to Catering Students following 706/1, 706/2, 706/3 and BTEC Courses.

Good Craft qualifications and relevant industrial experience are essential. A teaching qualification is desirable.

Further details and application forms (SAE please) from the Chief Administrative Officer, Isle of Wight College of Arts and Technology, Medina Way, Newport, Isle of Wight PO30 5TA to whom completed forms should be returned by 23rd March 1985. (40188) 280026

DONCASTER
FURTHER EDUCATION DEPARTMENT
YORKSHIRE SCHOOL FOR THE DEAF
PREPARATORY TYPEWRITING & SKILLS CO-ORDINATOR

Required from 1st September, 1985. Preferably a qualified teacher of the deaf with proven social communication skills. Experience in further education an advantage.

Scale 4 plus a.s.a.

Further details from: Miss C. Glenville, Head of Further Education Dept., Yorkshire School for the Deaf, Leger Way, Doncaster DN4 6AY. Tel: 0302 65155. 220026
(34398)

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF SOCIAL & COMMUNITY STUDIES

Applications are invited from suitably qualified persons for the following posts:

SENIOR LECTURER in Communications & Social Studies (£11,178 - 14,061)

LECTURER I in Communications & Social Studies (£5,910 - £10,512)

Further particulars and application forms from the Principal's Secretary, North Road, Parkstone, Poole (Tel: 0202 747600). Closing date for applications - two weeks from date of this advertisement. (29317) 220026

GLOUCESTERSHIRE
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
YORKSHIRE BUSINESS COLLEGE

Required to commence September 1985 to teach Home Economics/secretarial/Business Management/Caring on a variety of courses. Applicants must be qualified teachers and have had experience in catering and institutional management.

Further details and application form from The Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. 220026
(40624)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) Advert (SECTION RANGE (see also pre note). On an incremental scale within the range of £5,910-£10,512 starting point depending on qualifications, training and experience.

LECTURER GRADE II £7,548-£12,099.
SENIOR LECTURER £11,178-£13,128.
PRINCIPAL LECTURER £13,095-£14,880. Subject to formula.

For all posts, unless otherwise stated, there is an Inner London Allowance of £1,026. All posts within are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers (Ref. CLS126) held by Ms. H. Brookman, ED/FHE/EO, CPPS, Inner London Education Authority, London SE1 7PB. ILEA is an equal opportunities employer.

HACKNEY COLLEGE
Department of General and Community Studies

1) LECTURER I

A temporary full-time Lecturer I teacher of Home Economics required at Easter 1985 (2 terms only) vacancy due to maternity leave.

The post is open to an enthusiastic suitably qualified flexible man or women who will join a team teaching Home Economics and Needlework to all sections of the Department.

For further details contact Shelagh Lashbrook, Senior Lecturer, Hackney College, Chelmer House, Chelmer Road, Homerton, E9, Tel: 01-985 2221 Ex 63. Closing date 13th March 1985.

2) LECTURER I HEALTH STUDIES AND HUMAN DEVELOPMENT
- Re-advertisement

A Lecturer required to teach on a variety of courses for young people and adults in the areas of child studies, youth, the elderly, home nursing, health and hygiene. The person we are looking for will be required to have a relevant qualification in the broad area of health studies and will wish to teach on courses with a community focus and with a view towards practical placement activities. Persons experienced as health visitors would be especially welcome as applicants.

Application forms available to Mrs. M. Cohen Hackney College, Shoreditch High Street, London E1 6JQ. Tel: 01-739 7221, Ext. 41 returnable by 18 March 1985.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL

PRINCIPAL LECTURER
GENERAL EDUCATION

To co-ordinate the organisation of part-time day and evening provision within the Faculty. Candidates should have carried substantial responsibility in an equivalent area and be well qualified in one of the main disciplines of Mathematics, Science or the Social Sciences. They should also demonstrate knowledge and understanding of the possibilities for progression for students. (Post No. 18)

SENIOR LECTURER
BANKING

To teach Practice of Banking and related subjects mainly to Banking Stage 2 part-time students and to assist with course administration and development. (Post No. 36)

CARPENTRY & JOINERY

A head of section is required to lead a team of staff in the development and implementation of these subjects and timber trade activities up to level of C&G 1888, Advanced Craft Certificate and assist with the management of these courses. (Post No. 30)

LECTURER II
FRENCH

To co-ordinate the curriculum development and teaching of French across a range of courses at intermediate to C.G.E. A Level. (Post No. 119)

BUSINESS STATISTICS
(with Computing)

To teach mainly on BTEC courses and to undertake curriculum development. Ability to teach and develop computer applications of business statistics highly desirable. (Post No. 136)

LECTURER I
MATHEMATICS AND ACCOUNTS

To teach these disciplines mainly on BTEC courses for the construction industry. A knowledge of or interest in computing would be an added advantage. (Post No. 174)

PERSONAL AND CAREER DEVELOPMENT

To act as Course Tutor and to teach on a range of transition courses for the 16 - 18 age range. Candidates with experience in the Careers Service or as Careers Teacher will be preferred. (Post No. 168)

For all posts preference is given to experienced teachers who are well-qualified and who possess commercial or industrial experience. Experience of teaching in a multi-racial environment would be an asset.

Application form and further details are available from the Principal (Appointments), Hartington Road, Brook Green, London W6 7HP (quoting post number) to be returned by 22 March 1985.

NOTTINGHAMSHIRE
COUNTY COUNCIL

An equal opportunities employer

ARNOLD AND CARLTON COLLEGES OF FURTHER EDUCATION

LECTURER

Grade I £5,910 - £10,512

BASIC EDUCATION

Required in the Department of General Studies to teach Basic Literacy and/or Numeracy to a wide range of students on courses below G.C.E. 'O' levels. The post is tenable from the commencement of the Autumn Term 1985 and the successful applicant will be Course Tutor for City and Guilds 365 Work Preparation Course which includes the pastoral care of this group. The ability to teach a subject to GCE 'A' or 'O' level would be an advantage. Applicants should be qualified with teaching and/or industrial experience.

Entry point on the scale according to qualifications and experience.

Application forms and further particulars are available from the Principal, Dr. Day Avenue, Mansfield Road, Sutton-in-Ashfield, Nottingham, NG17 5DR. (Tel: 01-6023) 57600, to whom completed forms should be returned by 18th March, 1985.

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I £5,910 - £10,512

in NURSERY EDUCATION and CHILD DEVELOPMENT

Required for 1st September, 1985 in the Department of Community Care to teach primarily to NNEB courses. Applicants should have qualified Nursery Nurses who have been involved in the practical training of Nursery Nurses.

Entry point on the scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal of the College, Stockhill Lane, Nottingham NG6 0NB. Tel: (0602) 764861 to whom completed forms should be returned by 15th March, 1985.

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL STUDIES AND SCIENCE

LECTURER

Grade I £5,910 - £10,512

Required for 1st September, 1985 to teach two of the following subjects: Economics, Economic History, Geology to GCE 'A' Level standard. Applicants should be graduates with suitable teaching experience and qualifications.

Entry point on the scale according to qualifications and experience.

Further details and application forms are available from the Principal, Carlton Road, Worksop, Notts. S81 7AP. Tel: (0909) 473561 to whom completed forms should be returned by 15th March, 1985. (40763) 280026

SHEFFIELD
GRANVILLE COLLEGE
Sheffield
DEPARTMENT OF CATERING TECHNOLOGY

Required as soon as possible a Lecturer Grade II - City and Guilds 706/2 Co-Ordinator.

Salary Scale within the range Lecturer Grade II £7,548 - £12,099.

Application forms and further particulars from the Chief Administrative Officer (Technical Staff), Granville College, Granville Road, Sheffield S9 2RL. Tel: 0742 760871, Ext. 254 and completed forms should be returned by 11th March.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap. (see Circular 134/81). 220026

DIOCESE OF LONDON

FURTHER EDUCATION OFFICER
(HALF-TIME)

Applications are invited from communicant members of the Church of England (Lay or Ordained) for the above post, which is available from 1st May, or as soon as possible thereafter.

Reporting to the Diocesan Further Education Committee, the person appointed will be responsible for the Church's involvement in colleges in Eastern and Central London. There will also be responsibilities throughout the Diocese.

Experience in FE teaching or administration is desireable and candidates with an appropriate theological background will be preferred. The appointee will work for 40 weeks per annum during college terms and for 25 hours per week by arrangement. Salary: £4,000-£5,000.

Further details and application form from: The Senior FE Officer, Diocese of London, 24, South Audley Street, London, W1Y 5DL.

Closing date: 15th March. (40076)

Nene College Northampton

LECTURER II SL in Education
(Psychology of Education)

Applications are invited from suitably qualified people for the above post, commencing 1 September 1985.

For further details and application form, send sae to Dr J Alexander, Dean, Faculty of Education and Social Science, Nene College, Moulton Park, Northampton NN2 7AL

Completed application forms should be returned by 22 March 1985. (6188)

Tayside Regional Council

FURTHER EDUCATION

Kingsway Technical College, Old Glamis Road, Dundee

LECTURER B IN COMPUTER STUDIES/ MICROTECHNOLOGY

Salary Scale: £7,989-£10,881

Applications are invited from applicants, preferably with a technological background and qualified to at least H.N.C. level, for the above post which involves teaching to a wide range of courses and programmes including Microcomputer Technology. Experience in the use of microcomputer systems is essential.

Application forms and further details may be obtained from the Principal at the above address to whom completed forms should be returned by Friday 15th March 1985. (6186)

NOTTINGHAMSHIRE
COUNTY COUNCIL

An equal opportunities employer

ARNOLD AND CARLTON COLLEGES OF FURTHER EDUCATION

LECTURER

Grade I £5,910 - £10,512

BASIC EDUCATION

Required in the Department of General Studies to teach Basic Literacy and/or Numeracy to a wide range of students on courses below G.C.E. 'O' levels. The post is tenable from the commencement of the Autumn Term 1985 and the successful applicant will be Course Tutor for City and Guilds 365 Work Preparation Course which includes the pastoral care of this group. The ability to teach a subject to GCE 'A' or 'O' level would be an advantage. Applicants should be qualified with teaching and/or industrial experience.

Entry point on the scale according to qualifications and experience.

Application forms and further particulars are available from the Principal, Dr. Day Avenue, Mansfield Road, Sutton-in-Ashfield, Nottingham, NG17 5DR. (Tel: 01-6023) 57600, to whom completed forms should be returned by 18th March, 1985.

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I £5,910 - £10,512

in NURSERY EDUCATION and CHILD DEVELOPMENT

Required for 1st September, 1985 in the Department of Community Care to teach primarily to NNEB courses. Applicants should have qualified Nursery Nurses who have been involved in the practical training of Nursery Nurses.

Entry point on the scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal of the College, Stockhill Lane, Nottingham NG6 0NB. Tel: (0602) 764861 to whom completed forms should be returned by 15th March, 1985.

NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL STUDIES AND SCIENCE

LECTURER

Grade I £5,910 - £10,512

Required for 1st September, 1985 to teach two of the following subjects: Economics, Economic History, Geology to GCE 'A' Level standard. Applicants should be graduates with suitable teaching experience and qualifications.

Entry point on the scale according to qualifications and experience.

Further details and application forms are available from the Principal, Carlton Road, Worksop, Notts. S81 7AP. Tel: (0909) 473561 to whom completed forms should be returned by 15th March, 1985. (40763) 280026

SHEFFIELD
GRANVILLE COLLEGE
Sheffield
DEPARTMENT OF CATERING TECHNOLOGY

Required as soon as possible a Lecturer Grade II - City and Guilds 706/2 Co-Ordinator.

Salary Scale within the range Lecturer Grade II £7,548 - £12,099.

Application forms and further particulars from the Chief Administrative Officer (Technical Staff), Granville College, Granville Road, Sheffield S9 2RL. Tel: 0742 760871, Ext. 254 and completed forms should be returned by 11th March.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap. (see Circular 134/81). 220026

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF SOCIAL & COMMUNITY STUDIES

Applications are invited from suitably qualified persons for the following posts:

SENIOR LECTURER in Communications & Social Studies (£11,178 - 14,061)

LECTURER I in Communications & Social Studies (£5,910 - £10,512)

Further particulars and application forms from the Principal's Secretary, North Road, Parkstone, Poole (Tel: 0202 747600). Closing date for applications - two weeks from date of this advertisement. (29317) 220026

GLOUCESTERSHIRE
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
YORKSHIRE BUSINESS COLLEGE

Required to commence September 1985 to teach Home Economics/secretarial/Business Management/Caring on a variety of courses. Applicants must be qualified teachers and have had experience in catering and institutional management.

Further details and application form from The Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. 220026
(40624)

ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) Adv

COLLEGES OF FURTHER EDUCATION
continued

LONDON

UNIVERSITY OF LONDON GOLDSMITHS' COLLEGE

SCHOOL OF EDUCATION

TWO POSTS OF LECTURER/SENIOR LECTURER IN DESIGN AND TECHNOLOGY

Applications are invited for two posts to commence on September 1st, 1985.

The person appointed should be experienced in the field of three dimensional design in a range of materials, and have recent significant school-teaching experience. The posts are in the following areas:

i) Graphic Communication, particularly the creative and graphic areas of two and three dimensional design.

ii) The broad area of technology in the CDT curriculum.

Much of the teaching within the department is on a team teaching basis and a cooperative attitude is a prime necessity.

The department is concerned primarily with courses of initial teacher training at B.Ed. and P.G.C.E. levels, but also offers in-service and re-training courses. The successful applicants may be expected to assist in the planning and teaching of any of these courses.

The salary will be on the scale £8,886 - 12 increments to £14,161 p.a. inclusive of London Allowance.

Write for further details to the Senior Assistant Registrar (Personnel), University of London, Goldsmiths' College, New Cross, London SE14 6NW. Closing date for the receipt of completed applications: 15th March 1985. (40408) 220026

LEEDS

CITY COUNCIL DEPARTMENT OF EDUCATION AND SCIENCE WEST YORKSHIRE LANGUAGE LINK

LECTURER I FULL-TIME

Applications are invited for a Lecturer I to work in a small team which promotes and runs training courses designed to improve the quality of communication and relationships in the multi-racial workplace in agencies which provide a service to the community.

She/he will be required to set up, plan and run a variety of training courses and experience/qualifications in several of the following would be useful: Anti-racism training, community, industrial or trade union work, in multi-cultural education, in ESL/SEL; knowledge of Afro-Caribbean/Asian cultures and languages.

An application form, together with further particulars available from Director of Education (FE/CM/SB), Leeds City Council, F.E. Division, 6th Floor, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Tel: (0532) 459883.

Closing date for applications: Monday 11th March 1985.

Leeds is an Equal Opportunity Employer. 220026 (29008)

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION DEPARTMENT OF LIBERAL STUDIES

LECTURER GRADE I in LEISURE STUDIES

SUPERVISOR IN EDUCATION

Applications are invited from suitably qualified persons to teach Leisure Studies to full-time Leisure Studies/Leisure management students and Physical Education students through the College.

Applicants should possess a teaching qualification or appropriate degree. Teaching experience with young people in the 18 age group would be an advantage.

Salary: £5,910 - £10,512 p.a.

Duties to commence 1st September 1985.

Application forms and further details available upon receipt of a stamped, addressed envelope from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1EE.

Closing date for applications: 15th March, 1985. 220026 (40713)

WARWICKSHIRE

MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

Warwick New Road, Leamington Spa CV32 5JE

Applications are invited for the following posts. The appointments will commence on 1 September 1985.

LECTURER II in MODERN LANGUAGES

To teach French as the main subject. Areas of work include G.S.E. 'O' and 'A' level and Institute of Linguists.

LECTURER II in ACCOUNTING AND COMPUTER APPLICATION TO BUSINESS PRACTICE

To teach on Secretarial, National Diploma and Professional courses.

Further particulars and application forms may be obtained from the Principal's Secretary (s.a.e. please). Completed application forms to be returned to the Principal within two weeks of the date of this advertisement. (34351) 220026

WIGAN

METROPOLITAN BOROUGH OF WIGAN LEIGH COLLEGE IN ASSOCIATION WITH H.M. YOUTH CUSTODY CENTRE Hindley

Required as soon as possible qualified teachers for this closed centre for some 200 trainees aged between 15 - 21 years.

LECTURER Grade I REMEDIAL

with knowledge and experience of post-16 remedial work and with the necessary interest and ability to respond to the challenge.

LECTURER I

You will be placed on the staff of Leigh College and assigned full time to the Centre for one year in the first instance.

You must have the necessary interest and ability to teach household survival skills (basic carpentry, painting, electricity etc.), some basic literacy and numeracy and social and life skills.

Application forms and further particulars available from the Chief Administrative Officer, Leigh College, Railway Road, Leigh WN7 4AH. Tel: Leigh 608811. Closing date: 15 March 1985. Ref. A9. (40803) 220026

WILTSHIRE

SALISBURY COLLEGE OF TECHNOLOGY Southampton Road Salisbury SP1 2LW

Applications are invited for appointment to the following posts:

DEPARTMENT OF FOOD STUDIES

Required from 15th April 1985, or as soon thereafter as possible

LECTURER GRADE I to teach FOOD SCIENCE AND NUTRITION and related theory to both Craft and BTEC students. Good craft experience is essential together with the appropriate City and Guilds of London Institute qualifications. Teaching experience or a teaching qualification would be an advantage.

Required from 1st September 1985

LECTURER GRADE I to teach ACCOMMODATION SERVICES AND PREMISES AND PLANT to Craft and BTEC Diploma students. Teaching experience or a teaching qualification would be an advantage.

Further particulars and application forms are obtainable from the Principal ONLY on receipt of a stamped, addressed foolscap envelope. Completed application forms should be returned within four days of the appearance of this advertisement. (40818) 220026

MINISTRY OF DEFENCE

Burnham Lecturer Grade 1

HMS Nelson, Portsmouth, Hampshire

Applications are invited from suitably qualified persons to fill this post as soon as possible.

DUTIES

To work as a member of a team, and to be responsible to the Base Education Officer through the Correspondence Course Officer for duties in respect of the preparation by Correspondence Course, of RN, RM and WRNS students for the GCE (RN) 'O' Level Examinations in English, Georgraphy, History, and General Studies.

Qualifications required are: a. A degree in a relevant subject, b. A teaching certificate, c. Experience in teaching any of the following subjects: English, Geography, History or General Studies, d. Experience of service education and distance learning would be an advantage.

Salary will be in accordance with the Scales for teachers in Establishments for Further Education, England and Wales currently £5,910-£10,512 plus a pensionable allowance of 17% of salary for the slightly Longer Working Year.

Superannuation: The appointment is superannuable under the Teachers' Superannuation Scheme and will attract established civil servant status.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

APPLICATION FORMS and Further Information may be obtained from Ministry of Defence, CM(B) Sy3, Room 339, Leacon House, Theobalds Road, London, WC1X 8RY. Closing date for completed application forms, quoting AW1659, is 29 March 1985. (14007)

Britannia Royal Naval College, Dartmouth

Lecturer/ Senior Lecturer

. . . to teach strategic studies and economics (including tutorial duties) at a tertiary level to young Royal Naval Officers, WRNS Officers and Royal Marine Officers.

Candidates should normally have a degree with 1st or 2nd class honours, or an equivalent or higher qualification, in a relevant subject. A knowledge of the economic aspects of strategic studies is desirable, as is a broad knowledge of contemporary strategic issues with an interest in recent British Naval History, maritime strategy, in particular, deterrent theory, nuclear theory, strategic policy, defence policy, guerrilla warfare and maritime defence. A teaching qualification and teaching experience advantageous.

Salary: As Senior Lecturer £9325-£12,050; as Lecturer £5905-£8150. Level of appointment and starting salary according to qualifications and experience.

For further details and an application form (to be returned by 26 March 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref: G/6480.

The Civil Service is an equal opportunity employer.

University Appointments

EDINBURGH

HERIOT-WATT UNIVERSITY

AUDIO-VISUAL SERVICES OFFICER

Applications are invited from graphic artists with sound knowledge and experience of photography and photographic equipment and from others with similar qualifications for the new post of AV Services Officer within the University's printing unit. The successful applicant will be responsible for establishing and developing a comprehensive graphics and slide production facility and for the provision of an audio-visual service for lectures and conferences.

Salary will be on the scale £6,600 - £10,330 per annum.

Further particulars and application forms are available from the Staff Office, Heriot-Watt University, Chambers Street, Edinburgh EH1 1HX, quoting Reference No. G/85 to whom completed application forms should be returned by 29 March 1985. (40929) 350000

Colleges of Higher Education

Directors, Principals and Vice Principals

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION Lancaster

DIRECTOR OF THE INSTITUTE OF EDUCATIONAL COMPUTING

Applications are invited from graduates with appropriate experience in schools for appointment from 1st September 1985 to the post of Director of the Institute of Educational Computing. The post is a Senior Lecturership with teaching duties largely in the in-service field, administrative responsibility of the Institute together with research and development opportunities.

Further particulars and application forms are available from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 15th March. 340016 (54896)

Other Appointments

HEREFORD AND WORCESTER COUNTY COUNCIL

APPOINTMENT OF TWO LECTURERS IN THE SCHOOL OF EDUCATION AND TEACHING STUDIES

One appointment is full-time and PERMANENT and applications are invited from persons with recent PRIMARY teaching experience and interest in the professional training of teachers in one or more aspects of the primary curriculum. The person appointed will be expected to lecture on B.A., B.Ed. and M.Ed. degree courses in EDUCATIONAL ADMINISTRATION and will be involved in the supervision of students preparing dissertations for the M.Ed. degrees. Personal experience of research in this level will be an advantage.

The other appointment is full-time TEMPORARY for one year (1st September 1985 to 31st August 1986) and arises from the secondment of a member of the college's permanent staff. Applications are invited from persons with recent PRIMARY teaching experience and an interest in the professional training of teachers in one or more aspects of the primary curriculum. The post will be appointed will be expected to lecture on B.Ed. and M.Ed. degree courses and supervise CURRICULUM STUDIES students. He will be involved in the supervision of students preparing dissertations for the M.Ed. degrees. Personal experience of research in this level will be an advantage.

Appointment will be on salary Lecturer Grade II/Senior Lecturer currently £7,848 to £14,061 p.a. according to qualifications and experience.

Application forms and further particulars should be obtained from The Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AG (0905 748080) to whom completed forms should be returned within ten days of the appearance of this advertisement. (40902) 340016

LANCASTER

ST. MARTIN'S COLLEGE OF HIGHER EDUCATION Lancaster

LECTURER II/SENIOR LECTURER IN MATHEMATICS 2. PRIMARY SCIENCE

Applications are invited for appointments from September 1985 for the two posts: Primary Mathematics and Primary Science.

The persons appointed will be expected to make contributions to initial and in-service courses. Primary School teaching experience is essential.

Applicants should possess an appropriate honours degree, proven recent teaching experience, and be fully conversant with primary curriculum development, relevant to the teaching of mathematics/science in the primary age range.

Further particulars and application forms are available from The Principal, St. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 12th March. (34699) 340036

HAMPSHIRE

NORTH WEST AREA CAREERS CENTRE (ORIENTEER)

Hart Administration, Hart Education Authority. (38046)

BEDFORDSHIRE

EDUCATION SERVICE LUTON COLLEGE OF HIGHER EDUCATION

LECTURER II/SENIOR LECTURER IN COMPUTER EDUCATION

Required as soon as possible (re-advertisement).

SENIOR LECTURER/PRINCIPAL LECTURER IN COMPUTER EDUCATION

Required as soon as possible.

Applications are invited for the above posts, which are concerned with the educational importance of the computer and its development. The successful candidates will be responsible for the administrative information networks in the college, the Management Information Systems Analyst skills and the ability to work under own initiative are essential. Small teaching commitment.

SAE for application forms and further details from the Director's Secretary, The College of Higher Education, Park Square, Luton LU1 3JU. Closing date 25 March 1985. (39014) 340016

MINISTRY OF DEFENCE

Burnham Lecturer Grade I (Russian)

RAF North Luffenham Oakham, Leics

Applications are invited from suitably qualified persons to fill this post as soon as possible.

DUTIES To teach Russian to RAF Colloquial and Civil Service Commission Linguist and Interpreter level. Also to teach military/technical Russian especially with regard to RAF Technology.

QUALIFICATIONS Honours degree in Russian or equivalent qualification with native speaker ability in Russian. A teaching qualifications would be an advantage.

SALARY Will be in accordance with the Scales for Teachers in Establishments for Further Education, England and Wales currently £5,910-£10,512 plus a pensionable allowance of 17% of salary for the slightly Longer Working Year.

SUPERANNUATION The appointment is superannuable under the Teachers' Superannuation Scheme and will attract established civil servant status.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER

Application Forms and Further Information may be obtained from Ministry of Defence, CM(B)1d3, Room 339, Lacon House, Theobalds Road, London, WC1X 8RY. Closing date for completed application forms, quoting AW1658, is 26 March 1985. (14006)

University of Lancaster
DEPARTMENT OF EDUCATIONAL RESEARCH

ESRC Research Studentships

The Department of Educational Research supports well qualified candidates for ESRC open competition awards. These are open to those who hold, or expect to hold, a good second class honours degree or better.

The Department has a strong research tradition and current research includes studies on special educational needs; multi-cultural education; computer assisted learning; classroom based research on teaching and learning; womens education; gender differences; curriculum evaluation and assessment; TVEI; cognitive processes; teacher training and school organisation and management.

Candidates interested in these or other research areas should send an outline of their research interests, and the names of two referees to the Research Students' Tutor, Department of Educational Research, Cartmel College, University of Lancaster, Lancaster LA1 4YL. (6174)

EDUCATION DEPARTMENT

Lecturer II

Basic Education Provision

£7,548–£12,099 p.a. – £678 p.a. London Weighting.

The Adult Education Service of the Community Education Branch seeks applications for the post of Lecturer II (F.E.) to assist in the planning and implementation of the Basic Education Programme. Candidates should have experience and qualifications in the post-school area of education and a particular interest in the field of Numeracy.

The post is for two years in the first instance and is to be operative from the 1st April, 1985. Ref. G6625.

Application forms and further details are available from: Basic Education Officer, Community & Further Education Branch, London Borough of Waltham Forest, Grayiaw House, 326 High Road, Leyton E10. Tel: 01-527 5544, Ext. 5016. (6166)

Closing date: 15th March 1985.

AN EQUAL OPPORTUNITY EMPLOYER

Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

HARROW

HARROW COLLEGE OF HIGHER EDUCATION

FACULTY OF SCIENCE AND TECHNOLOGY

SENIOR LECTURER (NURSERY NURSING)

Salary Scale: £11,175 - £13,338 Plus £1,038 London Weighting per annum

Applications are invited for the post of Senior Lecturer responsible for the Early Childhood Education work at the College. The person appointed will be specifically responsible for the full-time Nursery Nursing course and the operation of the College Play Group.

Applicants should have experience in NNEB work and/or Play Group teaching and management. Suitable qualifications in Health and Education studies are essential.

Application forms and further details are available and should be returned within fourteen days of the appearance of this advertisement to the Principal, Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP. Tel: 01-864 5422, Ext. 231 or 229.

Harrow is an equal opportunities employer. (40198) 340036

LONDON

WEST LONDON INSTITUTE OF HIGHER EDUCATION

Required for September 1985, or earlier if possible, a RELIGIOUS EDUCATION ADVISER - experienced teacher, interest in the 14 to 19 age range desirable for work in the RE Resource Centre and widely in the South of England.

Salary: LII Grade (£7,548 - £12,099) plus £678 G.L.A.

Closing Date: 18 March 1985.

For application form and job description please contact The Vice Principal, WLIHE, Lancaster House, Borough Road, Isleworth, Middx. TW7 5DU. Tel: 01-568 8741, Ext. 377. (40153) 340036

ST. MARY'S COLLEGE Strawberry Hill, Twickenham

St. Mary's is a Roman Catholic College of Higher Education and offers undergraduate courses leading to two-subject BA, BEd and BSc Honours degrees of the University of Surrey, as well as to a variety of postgraduate courses. Currently, courses leading to University of London qualifications are being phased out. The College has about 1200 students of whom approximately half are registered for BA/BSc degrees and half for the BEd degree.

Applications are invited for the following posts. All appointments will date from September 1985.

Whilst applicants must meet the specific requirements outlined below, recent successful school teaching experience, especially at primary level, and/or successful relevant employment outside the educational system would be advantageous.

Principal Lecturer in CHEMISTRY

to lead the Department.

Lecturer (LII/SL) in BIOLOGY

Applicants should be able to contribute in general to undergraduate Biology courses and take special responsibility for ANIMAL PHYSIOLOGY.

Lecturer (LII/SL) in HISTORY

Applicants should have specialised in Modern History, have a developed interest in twentieth century British History and be able to offer a special study within that period. An interest in imperialism or industrialisation would be advantageous.

Closing date for receipt of applications: Friday 22 March 1985.

Further details from: The Principal, St. Mary's College, Strawberry Hill, Twickenham, Middlesex TW1 4SX. (6174)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

S. MARTIN'S COLLEGE OF HIGHER EDUCATION LANCASTER

PRINCIPAL LECTURER IN PRIMARY EDUCATION

Applications are invited for appointment from 1st September 1985 for this important new post in Primary Education. The person appointed will be expected to undertake research in the area, and to attract funds and to make a significant contribution to the College's initial and inservice courses.

Applicants should have substantial, successful and recent experience in the primary field and possess a major primary curriculum strength and/or appropriate qualification in an education discipline.

Further particulars and application forms are available from The Principal, S. Martin's College, Lancaster LA1 3JD. Completed application forms should be returned by 15 March.

KENT

CHRIST CHURCH COLLEGE OF HIGHER EDUCATION Canterbury

Required for the beginning of the Autumn term 1985:

LECTURER/SENIOR LECTURER in MOVEMENT to contribute to undergraduate courses in human movement and professional education. The College will offer the physiology of exercise and one or more of the following areas would be an advantage: gymnastics, athletics, hockey and swimming. The Department makes a substantial contribution to courses for intending primary school teachers.

LECTURER/SENIOR LECTURER in PRIMARY EDUCATION Applications are invited from experienced primary school teachers, with relevant qualification at higher degree level, for an appointment to the Department of Professional Education. The successful candidate will be expected to work as a member of a team of tutors preparing students on a BEd degree course to work in primary schools and to contribute to in-service courses for teachers.

The College has approximately 1000 students and offers a B.Ed. and B.Sc. degrees, PGCE, advanced diplomas and higher degrees in Education.

Salary scale: Lecturer II/Senior Lecturer £7,548 - £14,061 p.a.

For further details write to Mrs. Jean Long, Personal Assistant to Principal, Christ Church College, Canterbury enclosing a stamped addressed envelope, to whom applications should be sent not later than 25 March. (40758) 340026

Adult Education

DEVON

ROYAL NATIONAL INSTITUTE FOR THE BLIND Manor House, Torquay

MOBILITY INSTRUCTOR FOR THE VISUALLY DISABLED

We have a vacancy for a Mobility Instructor to join a team of seven workers helping visually disabled people to gain independent travel skills at our residential rehabilitation centre. The post offers an opportunity for creative work at a professional level for someone who can bring enthusiasm and imagination to the work of the centre. Consideration will be given to unqualified workers who will be seconded for the six months' mobility training programme in Birmingham.

Salary will be within the range NJC Scale 18 - £7,620 - £8,262 per annum(s) depending on qualifications and experience. Applicants should be between the ages of 21 and 45 years and hold a current driving licence.

Further information and application forms may be obtained from Donald Dickson, Rehabilitation Services Manager, R.N.I.B., Manor House, Middle Lincombe Road, Torquay. Closing date for applications: 16th March 1985. (40099) 380000

ilea Inner London Education Authority

Adult Education

All posts which are Lecturer I to Principal Lecturer are suitable for job shares. Applications for job share will only be considered if submitted on a paired basis.

THE CITY LITERARY INSTITUTE

LECTURER II

EQUAL OPPORTUNITIES, in the ILEA Adult Education Training Unit: applications invited. The Unit runs a wide range of courses for full and part-time staff in adult and community education.

We are looking for someone who can demonstrate the need for ILEA's E.O. policy and is committed to challenging racism, sexism and other forms of discrimination. The successful candidate will be required to expand the existing provision and to take a lead in the development of the Institute as a community resource for centres. This will include work within people from different ethnic minority groups and those with special needs.

Applicants should be well qualified and experienced teachers who have the ability to work closely with other subject areas and most importantly have a broad understanding of community education.

The person appointed will also be expected to make a major contribution to the staff development programme.

Salary: Burnham (FE) Salary scale. Senior Lecturer £11,178-£13,128 plus £1,038 London Allowance.

Application forms and further details from the Senior Administrative Officer at the above address. Closing date 16 March, 1985.

ISLINGTON AEI

EDUCATION HOME VISITOR

An Educational Home Visitor is required to join a well established team based at Penton School, N1. The EHV visits parents and carers of children and young people who are supported by the team's work at the children's first educator. Experience with children, flexibility, assertiveness and experience of working with adults desirable. The post is terms time only, for 32 hours a week, 40 weeks a year. Rate of pay: Assistant Tutor, £7.83 per hour; with relevant higher qualification £9.05 per hour.

Please apply to the Senior Administrative Officer, Islington Adult Education Institute, Shepperton Road N1 3DP for further details and application form, returnable in 2 weeks from publication of advertisement) enclosing a foolscap SAE.

TOWER HAMLETS AEI

4 Selby Street, E1 2BW

Required as soon as possible:

LECTURER GRADE II (LII)

— Creative Arts — (0/6)

To assist the HOD with curriculum development and community liaison in particular, and to teach 7 hours p.w. in the Department. Candidates should possess qualifications and adult teaching experience in one or more of Art & Design, Music, Drama. Applications from people with experience/interest in ethnic minorities arts particularly welcome.

LECTURER GRADE II (LII)

— TECHNICAL EDUCATION (2/6B)

Duties include assisting the Vice-Principal with supervision of a department which includes Car and Bicycle Maintenance, Woodwork, Bricklaying and Electronics. There is a teaching commitment of 4 hrs. p.w.

Candidates should be suitably qualified and experienced in teaching/training adults in one or more of these fields.

LECTURER GRADE I

— ADULT LITERACY (3/6B)

To teach adults for up to 22 hrs. p.w. at the AEA Bethnal Green Centre. Candidates should be interested in developing new work with students with special learning needs and should be able to work within a team. They should have substantial adult literacy teaching experience.

LECTURER GRADE I

— NUMERACY & BASIC SCIENCE (4/6B)

Duties include teaching numeracy, basic science and computing and applications for up to 22 hrs. p.w. It is hoped that the post-holder will have some teaching in a new access course in Science, largely for mature women. Applicants should be suitably qualified and experienced in science subjects or mathematics and should be interested in computer-assisted learning.

Salary Scales: Lecturer Grade II (0.5) Burnham (FE) £3774-£8548.5 plus £518 Inner London Allowance.

Lecturer Grade I Burnham (FE) £5,910-£10,512 plus £1,038 Inner London Allowance.

Further details of the above posts (please quote post number) and application forms are available (address SAE please) from the Deputy SAO at the Institute address above. Closing date 15 March 1985.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (6167)

Youth and Community Service

BIRMINGHAM

BIRMINGHAM JEWISH YOUTH TRUST

Applications are invited for the post of YOUTH & COMMUNITY LEADER responsible to the Jewish Community of Birmingham and the West Midlands.

A Dynamic and enthusiastic person is required to initiate and co-ordinate communal events, playschemes and Youth activities.

J.N.C. salaries and conditions apply according to age and experience, plus use of community car.

Further details from Esmond Rosen, The Youth Office, 26 Somerset Road, Edgbaston, Birmingham B15 3QD. Tel: 021 454 4818. (40874) 440000

MISSENDEN ABBEY

Great Missenden

DEPUTY HEAD OF RESIDENTIAL ADULT EDUCATION

LECTURER GRADE II/LECTURER II

£7,548 - £12,099 plus £258 p.a. fringe payment

This is a challenging post to assist the Head of Residential Adult Education at Missenden Abbey in the organisation of academic courses at weekends and within the Missenden Summer and Easter schools.

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, (ref: SF 1157) on receipt of a LARGE stamped addressed envelope. Closing date for applications: 15 March 1985. (40601) 440000

COVENTRY

Applicants are invited from suitably qualified and experienced Workers for the post of Neighbourhood Youth and Community Worker, based at the Hillfields Youth Activity Centre, Coventry. This is a voluntary organisation funded under Urban programmes. The post holder should have an interest and experience in youth work, Pay and conditions JNC Scale 3 points 1 - 3.

For further details write to: Mrs W.M. Gordon, 'Carnegie Close, Coventry CV2 4QE. Tel: (0203) 305115 enclosing S.A.E. (40197) 440000

BUCKINGHAMSHIRE

EDUCATION DEPARTMENT

An Equal Opportunity Employer

YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified applicants with adult/youth/community experience for the following posts:

THE MISBOURNE CENTRE Great Missenden

HEAD OF ADULT AND COMMUNITY EDUCATION

BURNHAM FE LECTURER II — £6,777 - £10,599 plus £258 p.a. fringe payment

The Misbourne Centre is a well established and successful Centre in Great Missenden. The person appointed will be responsible for the varied programme of day, evening and occasional weekend courses for adults, provided in and from the Centre. The post will also offer opportunity of close co-operation with the adjacent Missenden Abbey in the provision of residential adult education courses.

MISSENDEN ABBEY Great Missenden

DEPUTY HEAD OF RESIDENTIAL ADULT EDUCATION

LECTURER GRADE II/LECTURER II — £7,548 - £12,099 plus £258 p.a. fringe payment

This is a challenging post to assist the Head of Residential Adult Education at Missenden Abbey in the organisation of academic courses at weekends and within the Missenden Summer and Easter schools.

Application forms and further details from the Chief Education Officer, County Hall, Aylesbury, (ref: SF 1157) on receipt of a LARGE stamped addressed envelope. Closing date for applications: 15 March 1985. (40601) 440000

EDUCATION DEPARTMENT

HM Prison Maidstone

Appointment of

Lecturer Grade I

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Lecturer Grade I. The post to be filled from 1st May 1985.

Salary, Burnham Further Education Lecturer Grade I scale £5,910 – £10,512.

Application forms and further particulars (enclose SAE) obtainable from the County Education Officer (reference: T4), Springfield, Maidstone, Kent, ME14 2LJ to whom completed forms should be returned by Monday, 11th March 1985.

KENT COUNTY COUNCIL

Leisure Services/Youth & Community

Youth & Community Worker

£8,585-£9,821 p.a. (Under Review) Ref: 145

Aspley is a large, attractive, mixed tenure estate located in the west of Nottingham and serves a large range of needs of young people and of the wider community. The worker (male or female) will lead a team of part-time paid and voluntary workers based at the Centre as well as working closely with as wide a team of full-time workers; both detached and centre based, in the west of the City. The Centre is managed by a Voluntary Committee who receive financial assistance from the local authority, including 100% assistance for all salaries. Professional induction, support and supervision will be given on both team and on an individual basis. Informal enquiries to Mr. J. Pridmore and Mr. J. Boddy (Youth & Community Office) on Nottingham (0602) 419511. Closing date: 15 March.

Detached Youth Worker

(Nottingham North West Detached Work Project)

£8,103-£9,067 p.a. plus 10% Ref: 145

Required for this stimulating, established, but still developing project. Its main aim is to contact young people on their territory, and on their terms, to facilitate and support them in pursuing their issues. Candidates (male or female) must be professionally qualified and previous experience of detached work is desirable. The postholder will be a member of a small team of full and part time detached workers.

For an informal discussion contact Mr. J. Pridmore or Mr. J. Boddy, on Nottingham (0602) 418511 or Julie Richardson on Nottingham (0602) 294947.

Closing date: 18 March.

For both posts relocation expenses where appropriate.

Application forms and further details for these posts can be obtained from the Staffing Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham. Tel: Nottingham (0602) 824624 Ext. 381.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

YOUTH & COMMUNITY
continued

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities employer
BURNLEY DISTRICT YOUTH SERVICE
Education Offices, 14 Nicholas Street, Burnley
Required as soon as possible.
RANGE 3 - Points 9 - 6
FULL-TIME QUALIFIED YOUTH WORKER TO WORK WITH ETHNIC MINORITIES (FUNDED UNDER SECTION 11).
Forms/further details from/to The District Education Officer at the above address. (SAE please).
Closing date: 14th March 1985. (40614) 440000

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SENIOR COMMUNITY LANGUAGE CO-ORDINATOR
£7,548 - £12,099 (Burnham Lll)
Applications are invited from well qualified and experienced teachers to co-ordinate and develop language tuition across the city, specifically for the special needs of Commonwealth immigrants.
Application forms and further particulars are obtainable from The Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PE.
Closing date Friday, 15th March 1985. (34374) 440000

LONDON
Inner London Education Authority
YOUTH WORKERS
JNC Salaries and conditions.
Salary scales including London allowance:
Scale 3: £7,353 - £9,141
Scale 3L: £8,904 - £9,882
Unqualified/Trainee: £6,855 - £7,764
Appointments will be to the service of the Authority; with secondment for both posts.
Assistance may be given towards household removal expenses.
Closing date 15th March 1985.

1. THE CENTRE
at St Martin-in-the-Fields, Trafalgar Square, WC2
Scale 3L
Assistant Youth Worker required to be part of a team which seeks to further the social education of 16 - 24 year olds who are living, working or struggling to survive in London's West End. Users come from a variety of class and ethnic backgrounds and we would like the staff team to reflect this variety. The Centre has a commitment to sustaining and developing a diverse anti-racist, anti-sexist and responsive service to young people.
Details and forms from Westminster Youth Office, King House, 11 Westbourne Grove, W2 (stamped addressed foolscap envelope).

2. VALLALL WARD PROJECT
Scale 3L
Experienced Youth Worker required to assist the Senior Worker in the development of a programme of work in the Cowley/Myatts Fields Estates in north Brixton. A sympathy and understanding of the needs of girls and young women is an advantage. Likewise proven experience of work with and on behalf of young black people must be demonstrated.
For further information please contact Andy Cullis on 582 4763.
Details and forms from Lambeth Youth Office, 1-3 Brixton Road, SW9, (stamped addressed foolscap envelope).
These posts are considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (40144) 440000

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
YOUTH LEADER
£9,087 - £11,382 JNC Range (within 3 consecutive points)
Suitably qualified person for this full time post at Lower Gornal Youth Centre, Temple Street, Lower Gornal, in an area of particularly high unemployment and with the ability to relate to a variety of local community groups essential. Previous applicants need not reapply. For an informal discussion contact Mr S.A. Tucker, Dudley 55433, Ext. 4244.
Application forms/details (foolscap SAE) from Chief Education Officer, (Youth & Community Services), 2 St. John's Road, Dudley, West Midlands, return by 18th March. (40904) 440000

LONDON
Inner London Education Authority
PLUMSTEAD MANOR YOUTH CENTRE
SE18
LITERACY CO-ORDINATOR - LECTURER GRADE 1
Literacy Co-ordinator required a.s.a.p. to co-ordinate and develop the Centre's programme of literacy. ESOL and mother tongue initiatives for a range of young people including those from the local Asian community.
A substantial teaching commitment will be required.
Salary scale in accordance with the Burnham (F.E.) Report, Lecturer Grade 1: £8,510 - £10,512 plus £1,038 London Allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable by 15 March 1985 from Greenwich Youth Service Office, 30 Passey Place SE9, (stamped addressed foolscap envelope). Tel: 01-859 4536. For informal discussion phone Colin Deans, Head of Centre, 01-854 8956.
All posts which are Lecturer 1 to Principal Lecturer are considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (40158) 440000

LONDON
Inner London Education Authority
SARAH SIDDONS YOUTH CENTRE
North Wharf Road, W2
ASSISTANT HEAD OF CENTRE - LECTURER GRADE 1
Applications are invited from experienced and qualified teachers with proven experience in the Youth Service and/or Adult Education for the post of Assistant Head of Centre.
This thriving purpose-built Youth Centre is situated in the heart of Paddington and serves an area of 4 sq miles. The local community has a high proportion of immigrants, and important work is being done with the local Bengali population.
The Assistant Head of Centre will be expected to work as part of a well established team which is engaged in a comprehensive programme of political and social education through both formal and informal recreational leisure-time opportunities.
Informal discussion are welcome. Contact Clive Pollins on 723 1894.
Salary scale in accordance with the Burnham (F.E.) Report, Lecturer Grade 1: £8,510 - £10,512 plus £1,038 London allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable by 15 March 1985 from Westminster Youth Office, 11 Westbourne Grove, W2 (stamped addressed foolscap envelope).
All posts which are Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job shares will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER. (40159) 440000

LONDON
Inner London Education Authority
WENSEX COMMUNITY CENTRE
Wesser Street, London E.2 6LA
DEPUTY WARDEN - LECTURER GRADE 1
The Authority wishes to appoint a suitably experienced person to the post of Deputy Warden. Experience of working with young people in a multi-ethnic inner city setting essential.
Salary scale in accordance with the Burnham (F.E.) Report 1, Lecturer Grade 1: £8,510 - £10,512 plus £1,038 London allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable to March 1985 from Tower Hamlets Youth Office, 138 Kingsland Road, E2 8DY, (stamped addressed foolscap envelope).
All posts which are Lecturer 1 to Principal Lecturer are considered suitable for job share.
Application for job share will only be considered if submitted on a paired basis. (40160) 440000

DERBYSHIRE
COUNTY COUNCIL.
YOUTH AND COMMUNITY EDUCATION SERVICE
OUTDOOR EDUCATION PROJECT
OUTDOOR ACTIVITIES ORGANISER
(2 posts)
DERBY OUTDOOR PURSUITS CENTRE
Assistant Warden
Applications are invited from qualified Youth and Community Workers with appropriate Outdoor Education experience and qualifications for the co-ordination and development of this new venture. The project is Urban Aid funded and is intended to offer opportunities for young people in the City of Derby for adventurous and outdoor pursuits, within an urban environment.
The project is located in the city centre alongside an active part-time day centre and a well established youth club.
Salary Range JNC Scale 3 points 1 - 3 (£7,866 - £8,844).
Application forms and further details from Derby & South Derbyshire Area Education Office, 16 St. Mary's Gate, Derby DE1 3NN.
Closing date 18th March 1985.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (40782) 440000

NORFOLK
COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
EAST DIVISION ADOLESCENT AND TERMINAL TEAM
Ivy House, Gurlesten, Gt. Yarmouth
ADOLESCENT AND I.T. CENTRE TEACHER
Burnham Scale II and Extraneous Duties Allowance for average 35.5 hour week and seven weeks holiday per annum
Following a re-organisation "Ivy House" has been set up with the aim of providing alternative care and custody for children and young people in East Norfolk.
A qualified and experienced teacher with an imaginative and flexible approach and the ability to deal with difficult and delinquent adolescents is required to join the Divisional A.T. team. He/she will be responsible to the Co-ordinator of Ivy House and will be involved in many aspects of the Centre's work, but will be primarily concerned with the development and implementation of local educational programmes for problematic youngsters. The Social Services and Education Departments are working together to produce a joint approach to dealing with young people experiencing difficulties and the teacher appointed to be closely involved with Education staff and may work in a variety of settings.
This is an interesting and demanding post offering the opportunity to work across departmental boundaries and to help form local policy in this important area of work.
For informal discussion, please contact Viv Neary or Tony Wilson at Great Yarmouth (04493) 850099.
Closing date: 15th March, 1985.
Application form(s) and job description(s) from Director of Social Services, County Hall, Martineau Lane, Norwich, NR1 2DH.
Please quote reference number. (40168) 440000

WEST SUSSEX
COUNTY COUNCIL
YOUTH WORKER
CHICHESTER BOYS' CLUB
Little London, Chichester, West Sussex PO19 1PB
Salary: £7,866 - £8,844 p.a.
Suitably qualified person required from 7th April 1985.
Application form and details from Youth & Community Officer, 40 North Street, Chichester, West Sussex PO19 1LX.
Closing date 15th March 1985. (40723)

Overseas Appointments

COMMONWEALTH TEACHER EXCHANGES
Applications are invited from teachers with five years U.K. experience who wish to exchange with teachers in the following countries:
Bermuda - Primary/Secondary applicants, Nigeria (Kenya) - Primary only.
Successful applicants will receive a small personal allowance, plus full air fare payment. Advice re accommodation exchange also given.
Please send SAE to Teacher Exchanges, Commonwealth Institute, Kensington High Street, London W8 6NQ for application details. (40124)

DEVELOPMENT ADMINISTRATION
Senior Lecturer in Development Administration, South Devon College of Arts and Technology advertised under Colleges of Further Education. (38350)

EGYPT
ALEXANDRIA
English Teachers
Young graduates wishing to gain experience in TEFL are invited to apply for posts as junior teachers of English at Victory College and El Alsson Girls' College. These posts are for one year only. Those posted abroad will receive a basic salary of £250 per month with a small annual gratuity and a terminal bonus after a successful contract.
For further details of an application form please write to: The Director, World-Wide Education Service, Strode House, 50 Osnaburgh Street, London NW1 3NN.
Applications close 22nd March 1985. (40831) 440000

EGYPT
ALEXANDRIA
EL NASR GIRLS' COLLEGE
El Nasr Girls' College is a large anglo-American bilingual medium school requires for September 1985 teachers of English to pupils aged 12-18. Honis experience and qualifications necessary. Salary according to experience but likely to be in the region of £1,700 per month effectively tax free, plus approximately £1,000 per month tax bonus. Accommodation is available in the high standard of the Alexandria "new city" at a reasonable rent.
For further details and an application form please write to: The Director, World-Wide Education Service, Strode House, 50 Osnaburgh Street, London NW1 3NN.
Applications close 22nd March 1985. (40830) 440000

INDONESIA
BANDUNG INTERNATIONAL SCHOOL
Bandung, (five hours by train from Jakarta) requires experienced teachers of:
1. Kindergarten (ages 5 - 6) (part time)
2. Primary (ages 6 - 12)
3. Secondary (ages 12 - 16)
4. English and Social Studies (ages 12 - 16)
In addition to the above specialisms we require teachers of Physical Education and Art.
S.I.S. is a small international school with students of some 15 nationalities including native English speakers. It has a very active community life including many sporting activities. Bandung is the capital of Indonesia's Java province and is situated in the mountains 2½ hours by train from Jakarta.
Apply with full curriculum vitae, experience, qualifications and telephone number to: The Director, Bandung International School, Jalan Cipaganti 143, Bandung, Indonesia.
Closing date: 15th March 1985. (40833) 440000

YOUTH WORKER (full-time)
Ref no: EDU/1437/CO
Summit Youth Centre, Kingswood, Bristol.
Salary: JNC 3 (4-8) £8,595-£9,651
Assistance with removal expenses where appropriate.
Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers.
Previous experience of youth work and/or working with young unemployed people essential.
Further details and application form, returnable by 22nd March 1985, from Director of Personnel (Tel. Bristol 298565 — Answfone on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.
Avon is an equal opportunities employer.
Please quote reference number
RE-ADVERTISEMENT — PREVIOUS APPLICANTS NEED NOT RE-APPLY
Education Department Youth Service (14658)
Avon COUNTY COUNCIL

It's time to stand up and be counted
If you're a qualified youth and community worker or a teacher with youth experience, here's a chance to do something really worthwhile. Helping unemployed youth.
We've established an Out-of-Work Centre in Forest Gate in London's East End.
Jointly sponsored by the Borough of Newham and the Newham Community Renewal Programme, our Centre aims to provide recreation, counselling, literacy, numeracy and employment development for unemployed 16 to 25 year olds — primarily Afro-Caribbean young people.
To make the Centre really tick we need a
Project Worker
— a dedicated, motivated individual who really cares. Someone who can communicate with — and understand — Afro-Caribbean youth on their terms.
Salary is on a scale JNC 4 (Points 1-5) £10,125-£11,247 p.a. inc. London Weighting.
So, if you're ready to put a bit more into life we would like to hear from you. Ring Rosemary Finch on 01-534 4545, ext. 5732 or Paul Regan on 01-471 1024 for an informal discussion.
Or for futher details and an application form telephone or write to the Director of Education, Education Offices, 379/383 High Street, Stratford, London E15 4RD — telephone 01-534 4545 ext. 5765.
Closing date: 15th March 1985. (6191)
An Equal Opportunity Employer
LONDON BOROUGH OF NEWHAM

MAYFLOWER FAMILY CENTRE
SENIOR YOUTH AND COMMUNITY WORKER
Applications are invited from qualified Christian Youth Workers probably with extensive urban experience to lead a team of three full-time and a large part-time staff in the Mayflower Club.
This well established youth work is in Canning Town; a challenging inner city area of East London. The Club has excellent purpose built facilities. The Senior Worker will join the Mayflower Staff team, and be a member of the Mayflower Church congregation.
Salary for a qualified person will be on JNC Scale 4, points 1 to 5, plus London Allowance. Accommodation is available. Closing date Wednesday 20th March 1985.
Applications forms and full details from the Warden, Edward Furness, Mayflower Family Centre, Vincent Street, London E16 1LZ. Tel: 01-476 1171. (6170)

EDUCATION DEPARTMENT
Youth and Community Education Section
Youth and Community Outreach Worker
Salary Scale JNC Range 4 (points 1-5) for Youth and Community Workers on Teachers with relevant youth work experience for a newly created post to work in two or more of the following areas:-
The Young Unemployed, Multi-Ethnic Groups, Work with Girls.
Applicants should have extensive experience in working with young people from: Asian and Afro-Caribbean backgrounds.
The above posts carry a casual car user allowance.
Application forms and further details are available from The Director of Education, Education Offices, 379 High Street, Stratford, London E15 4BH. Tel. No. 534-4545 ext. 5765.
Closing date 21st March 1985.
An Equal Opportunity Employer
LONDON BOROUGH OF NEWHAM

OVERSEAS POSTS
continued

KUWAIT
For September 1985. Expanding British curriculum school seeks infant and junior teachers. Single teachers and married teaching couples without children.
Terms: Tax free salary, two year contract renewable, free airconditioned, furnished accommodation, gratuity, annual London/Kuwait/London passage.
Send curriculum vitae, recent photograph and telephone number to: The Principal, P.O. Box 24817, Safat, Kuwait. (40809) 460000

KENYA
Physics A-level tutor. Small school.
C.V., photo, refs. Box 14914 Nairobi. STD 60717. (34443) 460000

FRANCE
THE ANGLOPHONE SECTION (10 students 6 - 16), COLLEGE INTERNATIONAL De Fontainebleau
is seeking for September 1985
SECONDARY TEACHER/ HEAD OF SECTION
to teach History and English to bilingual students at Secondary level and to be responsible for the administration and development of the section's academic programme.
Candidates should have considerable teaching experience, preferably in International Schools), a recognised UK or UK degree and have native English as their mother-tongue. Fluency in French desirable. Salary according to qualifications and experience.
Applications (including full c.v., plus the names of two referees) should be sent to the Anglophone Section, 16 Rue Du Chateau, 77300 Fontainebleau, France (Tel: (6) 495 87 72). 460000

GERMANY
English Language Instructor wanting to live in Germany, and teach foreign students. Guaranteed income. German language required.
EURO Sprachschule, Bardostr. 64, 5400 Fulda/Germany. (40808) 460000

ITALY
ROME OR SIENA
Unique opportunity for English Language Instructors. Energetic, reliable, well-presented seek 36 - 38 hr. week in Rome. Tel: 010/296 9424016. (40776) 460000

KENYA
Private School Vacancies: HISTORY, FRENCH, GEOGRAPHY (London Based) Physical Education, Preparatory Teacher. (History and French for urgent appointment).
Please write with c.v. to Headmaster, P.O. Box 24817, Nairobi. (34592) 460000

MIDDLE EAST
SCHOOL BURSAR required. Please see display advertisement under General Administration. (36376) 460000

DOMINICAN REPUBLIC CENTRAL ROMANA CORPORATION
ABRAHAM LINCOLN SCHOOL
The Central Romana Corporation operates the Abraham Lincoln School and invites applications from suitably qualified and experienced teachers for the following positions which will be available in September 1985.
PRIMARY-INFANT SCHOOL (4-11 Years)
1 teacher of 6-7 year olds — Reference Code P1
1 teacher of 7-8 year olds — Reference Code P2
1 teacher of 8-9 year olds — Reference Code P3
1 teacher of 9-10 year olds — Reference Code P4
2 teachers of 10-11 year olds — Reference Code P5
Included with any one of the above posts there is also a post of responsibility. The post involves the supervision and development of the Glnn Reading Scheme as well as supervising the English scheme throughout the lower school.
SECONDARY SCHOOL (11-18 Years)
English. To assist with the teaching of English in the Senior School. Reference Code E.1.
Physical Science. To assist with the teaching of Physical Science and Physics. Some Mathematics teaching with 11-13 year olds may also be required. Refrence Code P.S.1.
French. To assist with the teaching of French. This post could be a post of responsibility for a suitable candidate. Reference Code F.1.
Art. To teach Art in the Senior School. Reference Code A.1.
Mathematics. To assist with the teaching of Mathematics. The ability to also offer to teach some Computer and/or technical drawing would be an advantage. Reference Code M.1.
Geography. To teach Geography in the Senior School. Reference G.1.
The contracts are initially for two years with return flights paid. An attractive package of benefits is offered which includes a competitive salary and free furnished accommodation. Many sporting and leisure facilities are available as well as a comprehensive medical scheme. The Dominican Republic has a low rate of taxation.
These posts are available to single and married teachers. Please apply with a letter of application, full C.V. and a recent photograph.
In your letter you should explain your motives for wishing to work overseas, what sort of challenges you would expect to find and how you think you would cope with them.
You must give a telephone number where you can be reached during March 20-24. The names, addresses and telephone numbers of two referees must also be given. Candidates selected for interview will be contacted by telephone and interviewed in London during March 22-29.
Applications to be sent to: Mr. D. J. Tully, c/o 29 Linkside Drive, Pennard, Swansea, W. Glamorgan. Closing date for applications, March 16th. Please write the reference code for the post on the outside of your envelope. (6129)

Posts Overseas

Brazil

3 Lecturers in English as a Foreign Language
Sociedade Brasileira de Cultura Inglesa
Brasilia and Rio de Janeiro

Duties: To teach EFL to intermediate and advanced levels, including preparation for FCE and CPE for up to 24 teaching periods a week plus six hours of other activities including attendance at workshops, materials writing, video and audio recordings, and lectures and other topics.

Qualifications: Candidates aged 25–50, single, or married teaching couples without children. Essential qualifications are a degree from a British University preferably in English or Modern Languages, with a postgraduate degree or Diploma in TEFL and a minimum of 3 years' teaching experience.

Salary: Cr$1,482,981 per month (Exchange rate £1 = Cr$3,433). Salaries are adjusted every six months in line with the cost of living index. In addition appointees will receive a bonus equivalent to £1,000 paid monthly over the year at the rate of exchange on last day of month.

Benefits: A 13 month's salary; air fares, installation grant of 50% or one month's salary; a contributory medical scheme and an assistance with income tax payments. In the case of Brasilia 50% of cost of rent of flat will be provided.

Contract: A two-year contract with the Sociedade which will be guaranteed by the British Council, commencing July 1985.

Reference: 84 D 104–105 Rio de Janeiro
84 D 107 Brasilia. (Please state clearly for which post you are applying.) Earlier applicants need not reapply.

Oman

Post 1: Teacher I/c Mathematics
Post 2: Teacher I/c Physics
Muscat English Speaking School, Secondary Department
The Secondary Department was founded in 1982 to extend the educational facilities provided by the Primary School which has 700 pupils. The Secondary Department has 95 pupils at present, rising to 150 by September 1985 and over 200 by September 1986.

Duties: Both teachers will be responsible for developing their subjects initially to 'O' level (and GCSE) standard; they will teach 30 periods per week and take one afternoon activity.

Qualifications: Candidates should be single, or married teaching couples; UK citizens with a British educational background and hold a current driving license; they should have a relevant Honours degree and PGCE or equivalent and a minimum of 5 years' secondary school teaching with some experience in a post of responsibility. Relevant overseas experience would be useful as would an ability to assist with boys' PE/Games. Other desirable subjects are: computer studies, technical subjects.

Salary: Tax-free on a scale OR 4,296–5,832 per annum for BEd Hons and OR 4,836–6,072 per annum for BSc Hons + PGCE (£1 = OR 0.3766 approx.)

Benefits: Overseas living allowance of OR 80 per month; car allowance of OR 40 per month; settling-in allowance of OR 100; free furnished accommodation; reasonable medical expenses plus medical insurance contributions; terminal gratuity or contribution to superannuation scheme, as appropriate; passage-paid annual leave; baggage allowance.

Contract: 2-year local contract guaranteed by the British Council, commencing September 1985.

Closing date for Applications: 15 March 1985

Reference: 84 A 169–170T

Saudi Arabia

5 Married Teaching Couples
Saudi Arabian International School
(British Section) Riyadh
A co-educational day school with approximately 1,000 English speaking pupils aged 4–13 years, and mostly British. The School is housed in spacious premises.

Duties:
Posts 1–4 — to teach general subjects to Reception/Infant level (4–7 years)
Post 5 — to teach English to 10–13-year-olds
Post 6 — to teach Mathematics to 10–13-year-olds
Post 7 — to teach Home Economics to 7–13-year-olds
Post 8 — to teach Drama to 7–13-year-olds
Posts 9–10 to teach Music to 7–13-year-olds

Qualifications: All candidates should have a degree and PGCE or Teachers Certificate and at least 3 years' teaching experience. In addition candidates for Posts 5 and 6 should be Honours Graduates; Post 7 should be experienced in teaching both needlework and cookery; Posts 8 and 10 should be capable of teaching one or more woodwind instruments and/or the piano as well as having experience of training school choirs. Preference will be given to married teaching couples but applications from well qualified and experienced single teachers will be considered. NB There is no provision for children.

Salary: From SR 51,600 to SR 78,000 (£12,900–£19,500 approx. at £1 = SR 4) tax free, according to qualifications and experience.

Benefits: Free furnished accommodation, 2 months annual fare paid leave to UK, car purchase/hire loan, baggage allowance and terminal gratuity.

Contract: One-year renewable guaranteed by the British Council, starting 7 September 1985.

Closing date for Applications: 15 March 1985.

Reference: 84 A 169–168T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid programme to developing countries

Jordan

English Language Teacher Training Adviser
Ministry of Education, Amman

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 80–81 Tottenham Court Road, London W1P 0DT.

The British Council (6194)

SECURE THE FUTURE THROUGH INNOVATION
Our European Technology Centers in Neuss highly qualified scientists and engineers are working on projects and solving today's and tomorrow's problems. With courage, creativity and power of judgement they secure the long term targets of 3M Company's worldwide operations. These people are stamping our company inside and out with the mark of their own personal success.
3M Laboratories (Europe) GmbH
SECURE THE FUTURE THROUGH INNOVATION
3M needs
Technical Trainers
to provide sound and effective technical training, both product knowledge and market/application oriented, to Sales, Marketing and Technical personnel within our European subsidiaries.
Qualifications
- Higher National Certificate/Diploma or Degree in a science/technical subject or qualification in adult education with a minimum of 3 years experience. Preferably English as mother tongue and
- Proficiency in at least one European language.
- Some position, a minimum of 4 years experience in the Graphic Arts industry is necessary.

Candidates
- should be open and receptive to learning and instructing.
- should be aware of the learning process and problems of European seminar participants who speak English as a foreign language.
- should enjoy intensive contact with course participants and colleagues.
- should have the ability to work independently, develop company related training materials and contribute ideas to a highly professional team.
- should have knowledge of a learner-centred approach to training and be skilled in effective presentation and interpersonal communication.
- should be willing to relocate to the Neuss/Düsseldorf area and travel within Europe.

is prepared to offer liberal relocation assistance.
Please send your resume to:
3M Laboratories (Europe) GmbH
Hammfelddamm 11, 4040 Neuss 1 / Germany
3M

CAYMAN ISLANDS GOVERNMENT

DEPARTMENT OF EDUCATION

CAYMAN ISLANDS

Applications are invited from qualified teachers of proven ability with appropriate qualifications for the following posts, to be filled in September 1985.

For posts in Secondary schools graduates with postgraduate qualifications will normally be required, but teachers holding a B.Ed. degree with specialisation in the appropriate field will be considered.

A minimum of five years successful experience will be required for graded posts. Entry points to scales will be determined by qualifications and experience up to a maximum of ten years.

Salary scales: Grade A C$13,644-C$18,872
Grade 2 C$15,324-C$22,320
Grade 3 C$17,208-C$24,336

There is no income tax in the Cayman Islands. C$1 = US$1.20. Relationship to Pound Sterling varies with the US Dollar exchange rate.

VACANCIES TO BE FILLED

A. Cayman Islands High School, Grand Cayman
(Comprehensive Mixed — Roll 950, Ages 14-18)

1. Head of Department, Music, with experience of brass bands and orchestras (Grade 2)
2. Teacher of Geography and History up to 'O' level in the Social Studies Department (Grade 1)
3. Teacher of Craft, Design and Technology (Grade 1)
4. Special Education Teacher. Candidate should have particular expertise and experience in working with children with language difficulties (Special School experience would be an advantage) (Grade 1)
5. Teacher of Mathematics and Computer Science up to 'A' level (Grade 1)

B. Cayman Brac High School, Cayman Brac
(Comprehensive Mixed — Roll 180, Ages 12-18)

1. Teacher of English with responsibility for the Library (Grade 1)
2. Teacher of Mathematics (Grade 1)
3. Teacher of History/Geography (Grade 1)
4. Teacher of Art (Grade 1)
Successful candidates will additionally be expected to involve themselves in Special Education, Music or Drama. Applicants must have a successful record in preparing candidates for all British examinations.

C. Cayman Islands Middle School, Grand Cayman
(Mixed — Roll 820, Ages 10-13)

1. Head of Department, English (Grade 3)
2. Head of Department, Religious Education (Grade 2)
The successful applicants will be responsible for reviewing and developing the English or Religious Education curriculum as appropriate. He/She will be responsible for the day to day organisation of the respective department including homework, schedules or work, ordering and control of supplies, conduct of examinations and other means of assessment.
3. Teacher of Special Education (Maths and Science) (Grade 1, two posts)
The successful applicants will possess the necessary qualifications, experience, understanding and patience to teach small groups (about 15 per class) of students with severe learning disabilities. The Maths/Science course covers areas which overlap and complement each other.

D. Lighthouse School, Grand Cayman
(School for Emotionally Disturbed)
A teacher of the emotionally disturbed with experience in 'special' schools (Grade 2)

All appointments will be for two years in first instance, but may be extended by mutual agreement.

Application forms and notes on conditions of service, including housing, medical benefits, passage, leave and baggage entitlements are available on request from:

The Cayman Islands Government Representative, Hamilton House, 170 Piccadilly, London W1V 9DD. Tel: 01-499 9831

Completed forms should be completed and returned by 15 March 1985. Interviews will be held in London for shortlisted candidates on week commencing 15 April 1985. All expenses incurred in travelling to and from interviews will be borne by the candidate; successful candidates, however, will have their expenses refunded.

(12037)

TEACHERS REGISTER

We shall soon be closing our Register for Candidates for those people seeking jobs overseas for September 1985. If you have not already done so, why not send for details of our application procedures etc? After completing our forms you will be invited to an informal interview at our offices in Birmingham. Interviews are usually scheduled during school holiday periods. We can then discuss your hopes and aspirations, and tell you about and possibility of being able to place you in a suitable school abroad. There is absolutely no charge whatsoever, but you will have to be prepared to pay your own travel expenses to Birmingham to attend for a Register Preliminary Interview. Please send £1 to cover postage/administration costs, together with a large, stamped and self-addressed envelope to Dept TR/TES at the address given below.

CES Education Consultants

(1488)

Saudi Arabia
SENIOR SCIENCE INSTRUCTOR
c£27,000 p.a. tax free

General Arabian Medical and Allied Services Limited (GAMA) is the Hospital Management Company providing consultancy services to the prestigious Riyadh Al-Kharj Hospital Programme in Saudi Arabia. The Programme includes the 620-bed Armed Forces Hospital in Riyadh, a 61-bed satellite Hospital 50 miles to the South at Al-Kharj and a number of peripheral clinics. These modern, well equipped Hospitals provide sophisticated medical services to the employees of the Armed Forces and their dependants.

The Training Department now has a vacancy for a Senior Science instructor to provide and manage an effective Basic Sciences teaching programme for employees of the Programme. Applications are therefore invited from candidates who possess a post-graduate teaching certificate with a minimum of 6 years' experience teaching basic science subjects, 2 of which must have been at a senior or managerial level. Experience of teaching vocational trainees and students whose first language is not English, will be a distinct advantage.

Benefits

This single or married status contract is offered on a two year renewable basis and provides free fully-furnished accommodation; four weeks leave for every six months of service; free flights (including leave flights) and a two months' salary bonus on satisfactory completion of contract. Salaries are paid in Saudi Riyals and the sterling salary quoted is calculated at the current exchange rate of 4.0 Saudi Riyals = £1.

Please write with a comprehensive curriculum vitae or telephone for an application form to:

Susan Grice,
GAMA INTERNATIONAL LTD.,
6 Duke of York Street, London SW1Y 6LA.
Telephone: 01-839 6843.

INTERNATIONAL SCHOOL OF TANGANYIKA LTD.

Dar Es Salaam, Tanzania

The school offers an international education to some 1300 pupils aged 4-19 years drawn from 56 nationalities and employs a faculty of 125 (110 FTE). The secondary section offers courses leading to London (overseas) GCE 'O' level and the International Baccalaureate.

Well-qualified and experienced teachers are invited to apply for the following posts:-

To I.B. level: Biology, Chemistry, Computer Science, Economics, English, History, Mathematics, Theory of Knowledge.

To Ordinary level: English, General Science, History, Mathematics.

Primary: Teacher wishing to specialise in Computer Studies and Physical Education for Juniors. Specialist full-time teacher of Music to Infants. Teachers of Infants — classroom teachers with experience/qualifications in English as a Second Language or remedial work will be especially welcome.

Passages, a generous baggage allowance, accommodation, UK based medical insurance, free education and an annual leave allowance are provided. The initial contract is for two years renewable by mutual agreement.

For full details and application forms send a LARGE S.A.E. to The Secretary, 25 Hall Lane, Maghull, Merseyside L31 3DY.

Interviews in UK in latter part of March. (12042)

Kobe Japan International School

The following teachers are required for September 1985 for a private school providing education in English for children of the international community.

Top Infants
Middle Infants
Nursery

CANDIDATES — should be single females with at least 3 years' experience, the ability to play the piano would be an advantage for all three posts.

SALARY AND CONDITIONS — Local scale commencing at £7,475 (at current exchange rate) plus bonus. Accommodation provided. Return air fare paid. Two year contract.

For details and an application form, please apply to Mr. P. J. Smith, Gabbitas-Thring Services, Ltd., 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Telephone 01-734 0161.

(6190)

Gabbitas-Thring

OVERSEAS POSTS
continued

INLINGUA
Current vacancies for EFL teachers in Singapore. Upper Second Degree and RSA Pres.Cert. (or equivalent) required. Immediate vacancies also in Germany. Degree-level German preferred.
Application form from: Inlingua Teacher Service, 10 Sutton Park Road, Birmingham B16 8JJ. (Please enclose CV). (343561) 460000

MADRID
English School (all English speaking pupils) requires for Sept. 1985, young adults infant and junior Teachers (male or female). Computer experience essential. Sport and/or Music. Interviews in London.
Please write sending CV and photo (inc No. TES 00334) to Priory House, St. John's Lane, EC1M 4BX. (33998) 460000

GREECE
TEACHERS FOR GREECE
Graduate Teachers of English, with teaching experience are required for a school of English in the most beautiful suburbs near Athens and the sea.
Write immediately with c.v. photo and tel. number. Amalia salary. Interviews in London. Kiavas Schools, Markopoulos Attikis, Greece. (40060) 460000

PORTUGAL
ALGARVE INTERNATIONAL SCHOOL
Required for September 1985, graduate, experienced teacher of Geography, able to teach Geography throughout the school (from 9 yrs. to 'O' Level), should also be able to offer French or another subject.
The school enrolment is 218, ages 4 to 16. Employment is on a two year contract renewable by mutual agreement. Interviews will be held in London in May.
Apply to the Principal, Algarve International School, 8400 Porches, Lagoa, Algarve, Portugal. (40945) 460000

ROME
ITALY
An international day school with English curriculum requires for September 1985 well qualified and committed teachers, preferably with two years experience, for the following posts:
1. ENGLISH
2. CHEMISTRY
3. BIOLOGY
4. MATHEMATICS (experience teaching computer studies an advantage).
Posts 3 and 4 involve teaching throughout the secondary school with specific responsibility for 'O' and 'A' Level courses.
Junior Assistant for vertically grouped class.
Applications by express letter giving curriculum vitae, to: Chairman, The New School, Via Delle Camelliucci, 560, 00135 Rome, Italy. Closing date for applications 15th March. Interviews in London and at March. (561911) 460000

SAUDI ARABIA
ENGLISH TEACHERS AND MATHS TEACHERS
Saudi Arabia
Our client, Half Establishment have forthcoming vacancies for English and Maths teachers to instruct Saudi Arabian Airlines pilots in maintenance/operations at their refinery in the Eastern Province.
Ideal candidates should hold a relevant degree and applicants for the English teacher vacancy should hold the E.S.L. certificate. Previous overseas experience would be an advantage.
As well as a tax free salary of £15,000 per annum the benefits include free hotel accommodation, food and medical care and a paid leave/non-stop flights to the UK.
Please rush your resume to: Shan Warren, Michael Gibbs Associates, 23 Paddington Street, London W1M 3RQ or phone us on 01-486 6939/7. (40630) 460000

SOUTH AFRICA
WOODRIDGE COLLEGE
P.O. Thornhill
6375
(60 miles from Port Elizabeth, South Africa)
Co-educational, non-racial, undenominational private school for approximately 850 seniors. (Free school 200) requires resident master to teach Physical Science (equivalent of O & A level). Magnificent grounds and setting will appeal to those keen on living life to the full.
Reply immediately to the Headmaster stating qualifications, marital status, interests and experience.
Telephone number for phone number. (40040) 460000

SPAIN
Spend next year teaching in Malaga while retaining your post in Britain. Spanish teacher of English would like to exchange with Spanish language teacher; preferably in London area.
Please contact J. Maude, Tel: 01-624 1563 (work 01-748 0926 ext. 2) from 9.30 am to 5.30 pm.

SPAIN
COLEGIO HISPANO-NORTEAMERICANO
Avenida G. Pascal (Valencia) seeks teachers in its INFANT and JUNIOR departments for September. Minimum for students aged 3 - 11 in buildings. A non-profit international school.
Salaries above Spanish private Schools' Teachers' Agreement, if experienced. Air fare and Health Insurance. Qualifications and experience in learning difficulties, T.E.F.L., etc. advantage.
Curriculum vitae to Headmaster. Interviews may be early April. (344881) 460000

SPAIN
Applications are invited for the following positions in September in a school for English-speaking pupils. Minimum contract 2 years. Interviews will be held in London in April.
1. INFANT Teacher for class of 6/7 year olds.
2. JUNIOR Teacher for class of 10 year olds.
3. MIDDLE SCHOOL Maths/Science Teacher.
All applicants should be suitably qualified and have at least two years' teaching experience.
Applications, with photograph, telephone number, names of two references and details of teaching qualifications and experience to: Headmaster, Kensington School, Carretera de Esplugas 84-86, Esplugas de Llobregat, Barcelona 08054, Spain. (481113) 460000

WEST GERMANY
The Centre for British Teachers is recruiting a number of EFL/ESL teachers for a client company based near Frankfurt. Contracts start 1 April 1985. Applicants should be qualified and experienced teachers of EFL with some EFP experience, preferably industrial.
Interviews will be held during the week commencing 4th March. For more details and an application form please tel: 01-580 2882 quoting reference JBS. (28093) 460000

ZAMBIA
THE INTERNATIONAL SCHOOL OF LUSAKA
Seeks applications from qualified and experienced teachers for Junior, Middle and Senior school, teachers and tutors for the academic year 1985-86. Teachers who are experienced in teaching 'O' level and/or I.B. level are particularly welcome to apply. Applicants must be teachers at all levels who have experience in a British or an American system.
The International School Lusaka is a large multi-racial school with 480 children in its primary section, 200 in the middle school and 200 in the senior section. It caters for children from age 5 to 18, with boarding facilities.
Applicants who have previously applied and been selected are asked not to spend to this advertisement. New applicants are invited to call for interview at the Superintendent's office, Kasuba Palace Hotel, Lusaka, Zambia. Tel: 01-837-4181, or 44-1-937-4181, or 44-1-937-8181, on Monday, 11th March, when possible interviews will be held between 14 or 15. (582681) 460000

SUMMER TEACHING IN AMERICA
Work on American children's summer camps. Between June to end August.
See ad under Holiday Accommodation. (42786)

Administration Local Education Authority

LONDON
ILEA COCKPIT GAMES ADMINISTRATOR
Post available, to start from 4 April or as soon as possible thereafter, on a continued basis. Job description and application form from: Personnel Division, Princeton St., London WC1R 4AY. Closing date: 14 March 1985. (41358) 460000

HAMPSHIRE
EDUCATION AUTHORITY
ASSISTANT EDUCATION OFFICER (FURTHER AND HIGHER EDUCATION)
Grade POA (£16,188-£17,244)
In this post, one of the Assistant Education Officers in the Area Education Office, you will be responsible for a distinct range of work in the management and development of the Further Education Service in the County. You will be required to advise the Education Authority on all matters relating to Further Education in the County.
Applicants should have a degree, preferably in a relevant subject, and teaching experience in a wide range of Further Education. You will need to be able to work effectively in a team and to demonstrate a successful record of achievement in a responsible post.
Application details and forms from Personnel Officer, Education Office, Winchester SO23 8UG. Telephone Winchester (0962) 841841 ext. 2211. Closing date 15 March 1985. (28093) 460000

ilea Inner London Education Authority

Senior Staff Inspector for Secondary Education

Salary range: £22,242-£24,114
plus £1,347 London Weighting Allowance

Applications are invited for the leading inspectorate post for secondary education in the Authority, following the retirement of Mr. Denis Felsenstein. The senior staff inspector advises the Chief Inspector on all aspects of secondary education and, in particular, on the organisation, management and curriculum of about 150 secondary schools. The person appointed will have the direct assistance of twelve district inspectors of secondary education and a number of advisory headteachers and will also receive advice from, and work in association with, leaders of specialist inspectorate teams. Particular concerns in the immediate future will be fostering the Authority's initiatives, including those of race and gender and those arising from the major report, 'Improving Secondary Schools' and provision for 16-19 year olds in association with the further and higher education inspectorate team. Duties also include advising on the appointment and professional development of headteachers and oversight of the Authority's programmes of inspections and quinquennial reviews of secondary schools. The person appointed must have the ability to play a major creative and organisational role in the process of improvement of secondary education in Inner London.

Suitable for job sharing.

Application forms and further details are available from the Personnel Services Division (Ref: EO/Estab 1B), Room 366, the County Hall, London SE1 7PB. Please enclose an SAE. Closing date for the return of completed applications is 20/3/85.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

SOUTH MANCHESTER COMMUNITY COLLEGE

Fielden Park Centre, Barlow Moor Road, West Didsbury, Manchester, M20 8PQ

Chief Administrative Officer
PO3 — £12,243 to £13,326

South Manchester Community College is a new Group VIII college formed on 1st April, 1984 from the amalgamation of Fielden Park College of Further Education, Wythenshawe College of Further Education and the South Area of Community Education.

This is a senior management post for which applications are invited from well qualified persons with a good administrative background preferably including experience of a senior administrative post in a large F.E. college. The person appointed will be an important member of the senior management team and will take part in a planning and administration of the college in accordance with the terms of the appointment. The Chief Administrative Officer will also act as Clerk to the Governing Body and the Academic Board. A copy of the College Instrument and Articles will be sent to all short-listed candidates.

Application forms and further particulars are available from the Principal (FAO N. Regan), South Manchester Community College, Fielden Park Centre, Barlow Moor Road, West Didsbury, Manchester M20 8PQ. Telephone no. 061-434 4821. Closing date 6 March, 1985.

(14081)

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants.

ADMINISTRATION LEA CONT.

ASSISTANT EDUCATION OFFICER
16+ and MSC Programmes Co-Ordination
Principal Officer Points 46 – 49, £14358 – £15387

Applications are invited for this post from suitably qualified and experienced candidates.

Duties include co-ordination and development of post 16 provision in Schools and Colleges and of MSC programmes in the County's educational and administrative establishments. The post will be based at Northampton House.

The closing date for applications is 15 March 1985: Interviews will be held during the week commencing 1 April 1985.
Job Ref: G/ST/VS/E27

ASSISTANT EDUCATION OFFICER
(Finance)
Principal Officer Points 43 – 46, £13326 – £14358

This post has been identified within a restructing of the existing establishment in order to focus on financial matters within the Education Department.

The AEO is part of a central group supporting the Management Team and senior officers and is responsible for the preparation of estimates, expenditure monitoring reports, and oversight of all financial procedures affecting schools and colleges, in collaboration with staff of the County Treasurer's Department.

The post is located within the Education Department at Northampton House.

Applications are sought preferably from professionally qualified staff with management and accountancy experience at senior level.
Job Ref: G/ST/VS/H1

For either of the above posts, application form and further details can be obtained from the County Education Officer, Northampton House, Northampton, NN1 2HX. (please quote the appropriate reference number). Closing date: 15 March 1985.

(12305)

Northamptonshire
Education

Sheffield City Polytechnic

Senior Careers Advisor

PO (37-40) £11,269 – £12,243 PA

To be responsible for the overall direction and day to day running of the Careers Advisory Service, duties range from managing a team of careers advisors to conducting career counselling interviews.

The successful applicant is likely to be an Honours Graduate with previous experience at a senior level in industry or commerce. Candidates should possess an appropriate qualification and/or previous experience of careers work within higher education. A knowledge of Microcomputer Applications in Office Systems would be an advantage.

Further details and form of application are available from The Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU.

Closing Date: 18th March 1985. (12339)

Bedfordshire Education Service

County Advisers/ Inspectors

For

(a) Primary Education
(b) Geography/History

Salary Scale: Burnham Group 8/9 (Currently £14,664-£15,963 and £15,792-£17,112 respectively).

Applications are invited from suitably qualified and experienced candidates for these posts in the County Inspection and Advisory Service. The appointments will be initially as County Adviser at Group 8 with the prospect of progress to County Inspector Group 9.

(a) Primary Education

The successful candidate will be responsible for advice and inspection in primary schools in the northern area of the County and specialist advice and inspection of infant education throughout the County. An additional advantage will be the ability to offer specialist advice in the field of nursery education.

(b) Geography/History

The successful candidate will be responsible for advice and inspection in either Geography or History. An additional advantage will be the ability to work in both areas and/or in the field of Personal and Social Development.

Essential car user allowance. Car loan scheme. Approved removal expenses paid.

Application form and further particulars for each of these posts are available from D P J Browning CBE MA, Chief Education Officer, County Hall, Bedford, MK42 9AP, or telephone Beford 63222 Ext. 345.

Closing date for applications Monday, 11th March 1985.

The Council is an Equal Opportunity Employer (12032)

Bedfordshire

Careers Officer

Lincoln S5 £7624-£8262

Required at Lincoln Careers Office, Brayford House, Lincoln.

Applicants should preferably be qualified and/or experienced Careers Officers, including students who have recently completed, or will shortly be completing DCG courses.

The person appointed will be responsible for assisting young people to obtain employment, further education and/or training and for the development of the Youth Training Scheme, to meet the needs of young people primarily in Lincoln and the surrounding area. He/she will also assist the other Careers Officers in selection for and follow-up and counselling of individual young people during their transition from education to employment and/or training.

Applicants must hold a full current driving licence and a casual user car allowance is payable. Relocation expenses will also be reimbursable in any appropriate case where the successful candidate is buying and selling a property.

This post is grant-aided by the Department of Employment and will be subject to review if the grant is withdrawn or modified.

Application forms and further details are available from the County Personnel Officer, County Offices, Lincoln LN1 1YL. (Telephone Lincoln (0522) 24482. Please quote ED 164.)

CLOSING DATE: 15th March 1985

(12312)

Lincolnshire
County Council

GATESHEAD METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION

SENIOR ASSISTANT EDUCATION OFFICER (SCHOOLS)

Grade PO.5 (£11,889–£12,981)

Directly responsible to the Assistant Director of Education (Schools) for the day to day running of the schools division, the successful applicant will also be expected to make substantial contributions to LEA initiatives such as, for example, the re-organisation of schools.

This is a challenging and demanding position which requires either a graduate with teaching experience wishing to enter education administration or someone with proven administrative ability and an understanding of the school and local education authority system.

Further particulars and application forms are available from The Director of Personnel and Management Services, 7th Floor, Aidan House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne and Wear NE8 1BU, returnable by 16th March 1985.

(12331)

WEST GLAMORGAN County Council

Education Department

COUNTY ADVISER FOR COMPUTERS IN EDUCATION

Applications for this important post are available from teachers who have had substantial successful teaching experience. This is likely to have been at secondary level, but experience of work in other phases of education (e.g. Primary, FE) involving the use of computers would be an advantage. (Post ref: 1.16.85).

Salary: Soulbury – Burnham HT Group 9.

Application forms and further details are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed foolscap envelope.

The Closing date for the receipt of completed applications is THURSDAY, 14th March 1985.

John Beale
Director of Education

WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

SENIOR CAREERS OFFICER
(EMPLOYER LIAISON)
£8532 - £9114

Qualified and experienced Careers Officer to manage and co-ordinate employer liaison activities within the Careers Service and develop the collection and dissemination of manpower intelligence in co-operation with other agencies active in this field (post funded by Department of Employment).

Application forms and further details from Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Wirral. (051-647 7000 ext. 355) returnable by 16 March.

(14091)

Education Officer (Continuing Education)

Grade PO3 £16,758–£17,832 p.a. plus £907 L.W. and Supplements

Applications are invited for the post of Education Officer (Continuing Education). The post holder will lead one of the Department's three major branches and will have responsibility for the Further Education Service, the Youth and Community Service and the Careers Service.

As head of the Continuing Education Branch and a member of the Senior Management Team, the post holder will have responsibility for developing policy in these three service areas. Administration of the Council's major awards schemes and contribution to the Youth Training Scheme also falls under this Branch Head.

A clear understanding of, and a commitment to, anti-racist and equal opportunities policies is essential.

Applicants should have had teaching experience and senior administrative responsibility in the educational/youth and community field.

This post has already been advertised and applicants who have responded will, of course, still be considered. They should note however that the closing date has been extended to 15th March.

This post is *not* suitable for job sharing

Ref: E/35/A — Closing Date: 15th March

The following post is suitable for job sharing

Assistant Education Officer (Personnel)

Grade PO2A £13,326–£14,358 p.a. plus £907 L.W. and Supplements

Brent is a multi-racial Borough and the Council is anxious to ensure that its policies reflect the needs and concerns of the population. Applicants for this post, therefore, must show the desire to put these policies into practice.

The holder of this new post will lead a small team and have day to day responsibility for the development of the personnel function in the Education Department.

The successful applicant will be thoroughly conversant with personnel practice, procedures and employment legislation and he/she will have experience of dealing with employee relations matters and have a commitment to equal opportunities and anti-racism strategies in personnel work.

Ref: E/829 — Closing Date: 28th March

Application forms and job description from the Personnel Division Room 1 Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex MA9 9BR returnable telephone 01-903 0371 (24 hour Ansafone service).

Reference number 5 must be quoted. (14071)

London Borough of **BRENT** *Brent is an Equal Opportunity Employer*

Education Department F.E. and H.E. Division

Senior Community Education Officer

Equivalent to Burnham F.E. Vice Principal Grade I (max. point currently £13,191 p.a.)

This is a senior post concerned with the development and management of community education at all levels of the Department's work. There will be full involvement in all aspects of community education including youth provision; adult and continuing education; community schools; staff training and development and adult basic education.

Applicants should have broad experience of community education and preferably possess qualifications relevant to one or more of the above areas of work.

For further details and application form send S.A.E., quoting post title, to the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DQ.

Closing date: 11.3.85

An equal opportunity employer

Walsall
METROPOLITAN BOROUGH

PRINCIPAL ADVISER
— Ref: E/698
Burnham H/T Group 11 £18,159–£19,509 p.a. plus £1,038 London Allowance.

ADVISER – MULTICULTURAL EDUCATION
— Ref: E/733
Burnham H/T Group 9 £15,792–£17,112 p.a. plus £1,038 London Allowance.

ADVISER – CRAFT, DESIGN AND TECHNOLOGY
— Ref: E/346
Burnham H/T Group 9 £15,792–£17,112 p.a. plus £1,038 London Allowance.

ADVISER – YOUTH AND COMMUNITY
— Ref: E/840
Burnham H/T Group 9 £15,792–£17,112 p.a. plus £1,038 London Allowance.

Correction

The closing date for the above posts advertised in last week's *TES* should be March 19th.

London Borough of **BRENT** *Brent is an Equal Opportunity Employer*

ADMINISTRATION – LEA
continued

BUCKINGHAMSHIRE
COUNTY COUNCIL
An equal opportunity employer
CAREERS SERVICE
CAREERS OFFICER (UNEMPLOYMENT SPECIALIST)
High Wycombe
SALARY SCALE £8,532 - £9,114
This post is available from 1 August 1985.
Applications are invited from qualified and experienced officers who hold a current driving licence. This specialist post is grant-aided by the Department of Employment.
Application forms and further details are available from the Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 1UA. Closing date: 18 March 1985. (25901) 480000

HAMPSHIRE
NORTH WEST AREA TEACHERS' CENTRE ORGANISER
Required 1st September 1985 - Burnham Scale A.
A suitably qualified teacher required to take responsibility for organisation and further development of the N.W. Area Teachers' Centre based in Basingstoke. There is an annexe in Andover where an Assistant Organiser is based. Candidates should be experienced teachers at a senior level who have had some involvement with in-service education.
B.A.E. for full details and application form to North West Area Education Office, Sun Alliance House, 41 Wote Street, Basingstoke RG21 1LU.
Closing date 15th March 1985. (34349) 480000

BUFFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT - POST 16 DIVISION
Appointment of a DEVELOPMENT OFFICER to Extend Educational Provision to the Unemployed.
Applications are invited from trained teachers who have had first-hand field experience for the situation and training needs of the unemployed. Proven ability as a tutor and to liaise with industry and commerce essential. Some responsibilities without close supervision are also required.
This appointment will be for a fixed term terminating on the 31st March 1987 and the salary offered will be equivalent to that of the Scultbury scale at appropriate Advanced Teacher Group 4 (currently £11,113 - £12,384 per annum).
It will be necessary for the successful candidate to possess a car.
Please send an s.a.e. for an application form and further details to County Education Officer (ref IMM), Education Department, Grimsdyke Street, Ipswich IP4 1LJ.
Completed application forms to be returned by 15th March 1985. 480000 (40419)

HAMPSHIRE EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER, MINDEN - Scale 6
The Careers Service in Hampshire provides vocational guidance facilities for pupils attending Service Children's Schools in Germany. This post is available from 1st July 1985.
A condition of employment is that the successful applicant will serve abroad for a minimum of two years and a maximum three year contract. On completion of the contract a post in the Hampshire Careers Service is guaranteed.
The post attracts Inner London Allowance, Foreign Service Allowance, Travel Allowance and with accommodation or rental allowance. A current driving licence is essential.
If you are a qualified Careers Adviser, holding the Diploma in Careers Guidance or equivalent, successful and experienced why not apply now.
Further details and application form from Careers Service HQ, The Castle, Winchester SO23 8UQ or Tel: Winchester 54411, Ext. 370, quoting reference 10405.
Returnable by 18th March, 1985. (34893) 480000

HEREFORD AND WORCESTER COUNTY COUNCIL
THE CAREERS SERVICE
SPECIALIST CAREERS OFFICER DEALING WITH MORE ACADEMIC CLIENTS IN KIDDERMINSTER DISTRICT
Applications are invited from qualified careers officers and, preferably, graduates with substantial previous experience for this post based at Kidderminster Careers Centre.
The salary is on the scale £8,532 - £9,114 per annum.
Further details and application form from County Careers Centre, County Buildings (2nd floor), St. Mary's Street, Worcester WR1 1HY. Tel: Worcester 353866, Ext. 3498.
Closing date: 15th March 1985. 480000 (40891)

ilea Inner London Education Authority

LEARNING RESOURCES BRANCH
Centre for Learning Resources
275 Kennington Lane, London SE11

Assistant Director
(Administration and Provision Division)

Salary Range: £17,070–£18,930
plus £1,347 London Weighting Allowance

The Assistant Director is responsible directly to the Director of Learning Resources Branch for the management of the Administration and Provision Division (comprising over 120 staff) and for the administration of the Branch as a whole. Applicants should be able to demonstrate extensive and successful managerial experience at a senior level and have a thorough knowledge of the Authority's administrative procedures. They should have the ability to lead a large number of disciplines and be familiar with budgeting and personnel functions.

Suitable for job sharing.

Application forms and further details are available from the Personnel Services Division (EO/Estab 1B), Room 366, the County Hall, London SE1 7PB. (Please enclose an SAE.) Closing date for the return of completed applications is 20th March 1985.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER 6164

Leicestershire

ASSISTANT EDUCATION OFFICER (SCHOOLS)

PO(46) £13,326 — £14,358

This interesting and demanding post (vacant on promotion and available 1st May, 1985 or as soon as possible afterwards) covers a varied range of work in schools and in the office and is open to graduates with good teaching and LEA administrative experience.

Casual car user allowance. Assistance with removal expenses in approved cases.

Application forms and further particulars available on receipt of S.A.E. from the Director of Education, Room 25, County Hall, Glenfield, Leicester LE3 8RF or telephone (0533) 871313 Ext. 7177.
Closing Date: 18th March 1985.

EQUAL OPPORTUNITIES POLICY
Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex or marital status or disability

SHROPSHIRE EDUCATION COMMITTEE

PRIMARY ADVISER
— RE-ADVERTISEMENT

This is an additional post in a team of three under the direction of a Senior Primary Adviser and will carry responsibility for a group of primary schools.

Salary Soulbury H.T. Group 8 £14,664–£15,963.

Application forms and further particulars from the undersigned (please send S.A.E.) returnable by 18th March, 1985.

Previous applicants will be reconsidered unless they withdraw their application.

J. Boyers, Esq.,
County Education Officer,
Education Department,
Shirehall,
Abbey Foregate,
Shrewsbury, SY2 6ND.

Administration General

NATIONAL FEDERATION OF YOUNG FARMERS CLUBS
SOUTH EAST AREA CO-ORDINATOR
Part-time post involving administration, co-ordination of activities of the South East Area Committee and development of YFC's throughout the region. Salary negotiable in the Area. Salary: £207 per month. The successful applicant must have leadership ability, an empathy with young people and an enthusiasm for success. No experience under normal retirement age. Great job satisfaction for those prepared to make a commitment. Availability of car is essential (at agreed rates).
Application forms from Mrs C. Carr, 1 Sandy Close, Buckingham MK18 1XS. (28001) 56000

LONDON
EDUCATION AND TRAINING OFFICER
Salary range £10,185 - £10,510

The British Tourist Authority and the English Tourist Board are statutory bodies responsible for the promotion and development of tourism. Certain activities of these two bodies have recently been merged to provide a common service. The Education and Training Unit forms part of this common service and was set up to stimulate the provision of improved education and training opportunities in the Tourism Industry.

We are seeking to strengthen the Unit through the appointment of an Education and Training Officer to report to the Head of the Unit. The job holder will be involved in a wide range of duties including the provision of careers advice, production of data on training programmes, production of Publications and audio Visual material, liaison within external organisation and promotion of training opportunities.

Applicants should be educated to degree level, possess a high level of self motivation and be able to communicate with clarity at all levels. Experience in further/higher education or industrial training essential. A knowledge of tourism would be an advantage.

The post will be based at the Board's offices in Victoria and will involve a certain amount of travel within the UK.

For further information and application form please contact Nevena McCain, Personnel Officer, Thames Tower, Black's Road, Hammersmith, London W6 9EL or Tel: 01-846 9000 Ext. 8759. Closing date for return of application 18 March 1985. 480000 (40750)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Educational Psychologists

HAMPSHIRE
EDUCATION AUTHORITY
EDUCATIONAL PSYCHOLOGIST MID HAMPSHIRE
Soulbury Scale 3.4 to 7.4 (£8,535 to £14,979)
Applications are invited for the post of Educational Psychologist with the Hampshire School Psychological Service which has an establishment of 58 psychologists.
The successful applicant will work as a member of the Mid Hampshire team and will be based in Eastleigh.
Application form and further particulars available from Education Personnel Unit, The Castle, Winchester SO23 8UQ, enquiries 9.a.m. or Tel: Winchester 54411, Ext. 455 quoting post number CE 18 134 returnable by 15th March 1985. 560000 (40649)

LONDON
EDUCATION AND TRAINING OFFICER
Salary range £10,185 - £10,510

The British Tourist Authority and the English Tourist Board are statutory bodies responsible for the promotion and development of tourism. Certain activities of these two bodies have recently been merged to provide a common service. The Education and Training Unit forms part of this common service and was set up to stimulate the provision of improved education and training opportunities in the Tourism Industry.

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For further information and application form please contact Nevena McCain, Personnel Officer, Thames Tower, Black's Road, Hammersmith, London W6 9EL or Tel: 01-846 9000 Ext. 8759. Closing date for return of application 18 March 1985. 480000 (40750)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

HUMBERSIDE COUNTY COUNCIL
EDUCATION DEPARTMENT: ADVISORY & SUPPORT SERVICES

Senior Adviser
(Special Educational Needs)

Soulbury H. T. 11: Salary £16,159–£19,509

Required for this important post in the Advisory Team of a large Authority. Applicants should preferably have both headship and advisory experience. The post is based at County Hall and the person appointed will be expected to give leadership and direction to the advisory and support services for special educational needs throughout the County.

It is hoped that the successful candidate will be able to take up the appointment on 1st September 1985.

To obtain further details and application forms please write (enclosing a stamped addressed envelope) to the Director of Education, Staffing Section, County Hall, Beverley HU17 9BA.

Closing date for applications: 15th March 1985.

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.R.O. will be guaranteed an interview.

ADMINISTRATION – GENERAL
continued

DORSET
KING'S SCHOOL OF ENGLISH
Wimborne, Dorset
Requires for its Junior Courses a Course Director, responsible directly to the Principal, mid-June to end of August 1985. Duties involve day-to-day overall management of all activities including time-tabling, teacher supervision, syllabus monitoring, sports activities and excursions. Applicants should have a recognised TEFL qualification, at least 5 years TEFL experience and proven administrative abilities.
Applications in writing with C.V. and references to: Mrs A.J. Morison, King's School of English, Bradley Road, Bournemouth BH6 6LD. 500000 (40193)

HAMPSHIRE
EDUCATION AUTHORITY
EDUCATIONAL PSYCHOLOGIST MID HAMPSHIRE
Soulbury Scale 3.4 to 7.4 (£8,535 to £14,979)
Applications are invited for the post of Educational Psychologist with the Hampshire School Psychological Service which has an establishment of 58 psychologists.
The successful applicant will work as a member of the Mid Hampshire team and will be based in Eastleigh.
Application form and further particulars available from Education Personnel Unit, The Castle, Winchester SO23 8UQ, enquiries 9.a.m. or Tel: Winchester 54411, Ext. 455 quoting post number CE 18 134 returnable by 15th March 1985. 560000 (40649)

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION PSYCHOLOGIST
Applications are invited for the appointment of an Educational Psychologist to work in the Educational Psychology Service. Salary in accordance with the Soulbury Agreement on Scale 4 point 5 to 7 or Group 7 Point 4. £11,031 - £14,979.
Applicants should possess a 1st or 2nd class Honours Degree in Psychology and have a minimum of two years experience as a qualified teacher and a post graduate qualification in educational psychology. Applications are also welcomed from students who expect to finish their postgraduate training this year.
The successful applicant will join a team of 7 educational psychologists working from Kettering and will have particular responsibilities for schools in Wellingborough.
Application forms and further details are available from County Education Officer, G/ST/PS/84, Northampton House, Northampton NN1 5BX to be returned not later than 29 March 1985. Interviews will appear in this advertisement. 600000 (40678)

It is anticipated that interviews for this post will be held on 29th March.

Informal enquiries should be directed to Mrs T. Arnold (Senior Educational Psychologist) Kettering 814944 or Mr D. Lucas (Principal Education Psychologist) Northampton 30092. (40164) 560000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

YORKSHIRE AND HUMBERSIDE
REGIONAL EXAMINATIONS BOARD
Applications are invited from teachers serving in schools and colleges in the Board's region for the following posts:
Chief Examiner - Art and Design
Assistant Chief Moderators - Home Economics
These posts all relate to the 1986/87 CSE examinations which will be the first to be conducted under this new Board's own regulations and procedures. Duties will commence immediately after appointment.
Further particulars and application forms, which must be returned by Friday 29th March, 1985, may be obtained from The Secretary (DW), Yorkshire and Humberside Regional Examinations Board, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SE (Tel: Sheffield (0742) 537456). 600000 (40678)

Examiners

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the following posts for the 1987 examinations:
1. CHIEF EXAMINER for ANCED LEVEL. A new syllabus has been introduced for the first examination in 1987.
2. CHIEF EXAMINER for SOCIOLOGY (639) at ADVANCED LEVEL.
3. CHIEF EXAMINER for FAMILY AND COMMUNITY STUDIES (177) at ORDINARY LEVEL. This subject is to be known as DECISION MAKING AND LIFE SKILLS from 1987.
Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining at this level.
Further information and application forms may be obtained from The Secretary (AS2), The Associated Examining Board, Wellington House, Wellington Road, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Monday, 1 April. 600000 (34864)

YORKSHIRE AND HUMBERSIDE
REGIONAL EXAMINATIONS BOARD
Applications are invited from teachers serving in schools or colleges within the area of the Board (i.e. North, South and West Yorkshire, North and South Humberside, parts of Cleveland and Lincolnshire) for the posts listed below:
Examinations to be conducted under the regulations of the former Yorkshire Regional Examinations Board.
Examiners CSE Computer Studies.
Further details and application forms, returnable to the Senior Assistant Secretary, 29th March, 1985, can be obtained from Miss Karen Pullin, Yorkshire and Humberside Regional Examinations Board, Harrogate Office, 31a Springfield Avenue, Harrogate, North Yorkshire HG1 5HW. (40675) 600000

RSA
Assessors are needed for:
The Diploma and Advanced Diploma in Teaching (a Education, Certificate in Counselling Education, The Diploma in the Teaching of English as a Second Language in Multi-Cultural Schools (preferably bi-lingual).
Written examiners for:
Diploma for Bi-Lingual Secretaries - Spanish, Certificate for Secretarial Linguists - French, Communicative Language Examinations - Spanish and Italian.
Details and application forms from the above address or Tel: 01-930 8116, Ext. 267. (40218) 600000

Outdoor Education

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
LONGTOWN OUTDOOR EDUCATION CENTRE
The Court House, Longtown, Herefordshire
TEMPORARY INSTRUCTOR
A vacancy has arisen through secondment for a temporary instructor able to teach one or more of the following activities - rock climbing, canoeing, sailing and orienteering. The post is for 3 terms.
Applications are invited from qualified youth workers or other persons with suitable experience and qualifications.
Salary BURNHAM Scale 2.
Further details and application forms from Chief Education Department, Northampton House, Northampton NN1 5BX. (40178) 480000

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the posts of MODERATOR and ASSISTANT CHIEF EXAMINER for PHYSICS (635) at ADVANCED LEVEL for the 1987 examination.
Applicants should have a degree or equivalent qualification in Physics, a minimum of four years recent relevant teaching experience and substantial examining experience.
Further information and application forms may be obtained from The Secretary (AS3), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Monday, 1 April. 600000 (34864)

CAMP DIRECTORS WANTED
Kids International are seeking TEACHERS etc. to manage American style summer camps during the EASTER AND/OR SUMMER HOLIDAYS. You should be energetic, outgoing and capable of motivating and managing a team of young staff. We run Residential and Day Camps (Monday - Friday, 9 - 5) in London and the SE and cater for ages 5 to 16. We also have many other vacancies.
Write or phone for details: Tel: 01-723 2432 or write to Kids International, 106 Seymour Place, London W1. (39267) 560000

DERBYSHIRE
COUNTY COUNCIL
OUTDOOR ACTIVITIES ORGANISER (4 POSTS)
See Youth and Community Section for further details. 560000

KENT
DOVER WATERSPORTS CENTRE
Require BCU 5i for 52 week contract. £5,194/annum. RYA 5i/Boardsailing instructor also considered.
Contact Mark Dutton, Dover (0304) 201348. Ext. 55 for application forms and job description. (40091) 560000

EDUCATION DEPARTMENT
Senior Educational Psychologist
(Multi-Cultural Education)

Salary Scale: Headteacher Group 8 – £14,664–£15,963

We require a fully qualified and experienced educational psychologist to join a large multi-disciplinary, service. You will specialise in the field of multi-cultural education, and act as district team fieldworkers; equal time spent on each. Casual car users allowance is payable.

The City Council operates a Union Membership Agreement under which a new employee is required to become a member of a recognised Union.

Application forms and further particulars are available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60. Quote reference number. Telephone No. 061 234 7033 or 7035.

Informal enquiries to Mr A. J. Morison, Principal Educational Psychologist. Telephone No. 061 226 6404. Closing date 15th March 1985.

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, or responsibilities for dependants. (6167)

Northern Ireland Civil Service
An Equal Opportunity Employer

INSPECTORS OF SCHOOLS

(PRIMARY EDUCATION; MATHEMATICS)
£14,323–£18,730
Closing date: 22 March 1985. Tel. Ext. 583

DEPARTMENT OF EDUCATION (NORTHERN IRELAND)

Applications are invited for posts as Inspectors of Schools in the Department of Education for Northern Ireland:

1. PRIMARY EDUCATION (REFERENCE SB13/85)

Applicants must possess a degree or equivalent qualification, and must have had substantial teaching experience, normally in more than one primary or nursery school. Experience at senior levels in schools or teacher training institutions; in working with other teachers, whether in in-service training or in curricular activities, and interest in or qualifications in the environmental, mathematical or creative/aesthetic areas of the curriculum will be an advantage.

The successful applicants will be expected to contribute to the Inspectorate's work in primary education in at least one of the following fields:

i. Nursery/infant education;
ii. language across the curriculum;
iii. development of the whole curriculum in primary schools.

2. MATHEMATICS (REFERENCE SB28/85)

Applicants must possess a first or second class honours degree in Mathematics and have substantial teaching experience in schools, Colleges of Further Education, or in initial teacher training institutions.

GENERAL

Inspectors of schools give a service of professional advice to the Department, carry out general and specialist inspection duties in schools, Colleges of Further Education and Colleges of Education, contribute to in-service training of teachers and undertake other tasks which the Department may, from time to time, require.

The successful applicants may be required to work anywhere in Northern Ireland and, if necessary, work outside normal office hours.

Starting salary will be related to qualifications and experience and successful applicants may in certain circumstances be entitled to a partial refund of expenses incurred in taking up the appointments. Opportunities exist for promotion to higher grades within the Inspectorate.

The Northern Ireland Service Commissioners may decide to interview only those applicants who appear from the information available to be best qualified. (6181)

Please write to the Civil Service Commission, Bowpark House, Upper Newtownards Road, Belfast BT4 3NR or telephone Dundonald 4352 for an application form quoting the extension number indicated and quoting the Job Reference. Completed forms must be returned to arrive not later than the closing date stated.

SCDC School Curriculum Development Committee

Principal Professional Officer

The tasks of SCDC include the collection, evaluation and dissemination of information about curriculum development work in England and Wales. The Committee wishes to appoint a Principal Professional Officer to co-ordinate these aspects of its work, including advice on appropriate policies for the national and regional information services. The appointment will date from 1 September 1985 or earlier if possible.

It is anticipated that the successful candidate's career background will include all or some of the following:–

- School experience at a senior level, preferably with a curriculum responsibility;
- General involvement in curriculum planning an development over the age range 5–19, preferably with additional qualifications and possibly with research and evaluation experience;
- Experience in LEA advisory work and/or teacher education;
- Knowledge of and some involvement in the collection and dissemination of curriculum data and the application of information technologies;
- Ability to analyse, write and talk to a variety of audiences on curriculum development issues.

Terms and conditions

Salary scale £14,196 to £18,759 (inc. London Weighting), placement according to experience. Non-contributory pension scheme.

Closing date for return of application forms

25 March, 1985

Further details and application form from:

Admin. Team, School Curriculum Development Committee, New Kings House, 45 Notting Hill Gate, London W11 3JB

Tel: 01-229 1234 Ext. 2923

BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent DA17 6JA
PRINCIPAL: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.
Applications are invited for the following post:

INDUSTRIAL LIAISON OFFICER

Required for 18 hours per week (half time) throughout the year, to work under the control of the Senior Administrative Officer for all four Faculties of the College. Applicants must have extensive industrial and commercial experience and a keen interest in Further Education and training needs.

SALARY: Based on Lecturer II Scale: £4,113–£8,388 inclusive, the starting point to be determined by qualifications and relevant experience.

Application forms and further details from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent DA17 6JA, (Tel: Erith 42331 Ext. 229), to be returned within two weeks of the appearance of this advertisement.

The College operates an Equal Opportunities Policy and applications are welcome from people regardless of colour, race, creed, nationality, ethnic or national origin, sex or marital status. (6186)

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

GLENTHORNE YOUTH TREATMENT CENTRE

RESIDENTIAL CHILD CARE OFFICERS
TEACHERS
NURSES

There are vacancies in the above disciplines for *qualified* men and women with imagination, initiative and experience of working with very difficult young people to work in treatment teams at **Glenthorne Youth Treatment Centre, Erdington, Birmingham.**

The Centre provides long-term care, education and treatment for some of the most severely disturbed boys and girls between the ages of 12 and 19 in the care of local authorities, or who are detained under Section 53 of the Children and young Persons Act 1933.

Treatment is based on Behavioural/social learning principles in settings which include 3 secure units, an open unit and a Teaching Family Unit. A Family Placement Scheme run by Barnardo's provides placements for young people on leaving Glenthorne.

Knowledge and experience of behavioural methods are desirable but in-service training is provided. Glenthorne staff are seconded to the one year part-time course leading to the Diploma in Social Learning Theory and Practice at Leicester University.

Applications must hold one or more of the following qualifications:
RCCOs – CQSW or equivalent or CSS
TEACHERS – Certificate or Education or BEd or MEd
NURSES – RMN, RNMH, RGN

Salaries are in accordance with the following basic scales and in all cases there is a Youth Treatment Centre allowance of £661 a year:

RESIDENTIAL CHILD CARE OFFICERS: £7,191-£9,660 per annum (salaries under review plus an Unqualified Teachers Allowance of £774 per annum.

TEACHERS: £5,442-£8,556 per annum plus a Teachers Allowance of £1,110 pa annum: an Extraneous Duty allowance of £2,043 per annum, and a Leave Supplement of £659-£897 per annum.

NURSES: £6,992-£9,916 per annum plus an Unqualified Teachers Allowance of £774 per annum.

The successful candidates will be required to undergo a medical examination and chest x-ray before appointment.

Single or married accommodation may be available if required.

For background information and an application form to be returned by 29 March 1985 please write to the Centre Administrator: Mrs G Slater-Glenthorne YTC.

Prospective applicants are strongly advised to visit the Centre and discuss its work and should contact the Director to make the necessary arrangements:-

Mr J R Wilkie, The Director, Glenthorne Youth Treatment Centre,
Kingstanley Road, Erdington, Birmingham B24 9BA (Tel. 021-373 1626/7).

The Civil Service is an Equal Opportunities Employer (B188)

Services Manager

£9,477 – £10,107 p.a.

Applications are invited for the above post which is vacant from 1st April 1985. Candidates should have general experience in electronics with special application to audio and visual equipment and micro-computers.

The **Educational Technology Services Section**

has recently undergone a review and it is hoped to appoint a person of drive and initiative with the ability to lead a small team of technicians and other staff.

Further details and application forms, on receipt of a stamped addressed envelope, from the Secretary for Education, Room 207, County Hall, Truro, TR1 3BA. Closing date 18th March 1985.

Cornwall

Strathclyde

EDUCATION DEPARTMENT
INSTRUCTOR

Caldercruix Outdoor Centre.
Salary Scale – A.P. II/III – £6924 – £8352 for appointees with intermediate Qualification on one activity.
– A.P. III/IV – £7748 – £9796 for appointees in the Advanced Qualification in at least two activities.
Plus 14.1/23% of salary for working irregular hours.
The person appointed will instruct in the whole spectrum of outdoor activities in a residential situation. (Please telephone Caldercruix 842240 for further details).
Hours of duty, 42hrs. per week to meet the exigencies of service. Evening and weekend work essential and will average one duty evening per working week and a maximum of ten weekends per annum.
Applicants should hold Intermediate Qualification in at least one activity i.e. Sailing, Canoeing, Ski-ing, Hillwalking. Possession of a current Driving Licence is Essential.
Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Hamilton, to whom completed forms, quoting ref. I/6956, should be returned by 18th March, 1985.

R.M.O. McCulloch
Director of
Manpower Services

Strathclyde Regional Council (12234)

OUTDOOR EDUCATION
continued

CUMBRIA

YMCA NATIONAL CENTRE
Lakeside

PERSONNEL DIRECTOR/ TUTOR

This is a senior post in a prestigious outdoor education, training & conference centre, superbly situated on the shores of Windermere in the Lake District. It provides an ideal career development opportunity for someone with successful managerial experience & good interpersonal skills. The responsibilities include staff recruitment, coordinating in-service training & meeting the welfare needs of a highly motivated staff team. The person appointed will be expected to tutor part time. Ideally we want someone aged 26 – 35 years, with industrial management training experience, or the ability to develop teaching programmes in the creative arts. A Christian commitment is essential. Salary: YMCA Grade C (£7,744 – £9,744) reviewed annually.

Write for further details to:- The Director, YMCA National Centre, Lakeside, Near Ulverston, Cumbria, (40190) 680000

CUMBRIA
COUNTY COUNCIL

RESIDENTIAL & OUTDOOR EDUCATION IN CUMBRIA

Have you considered visiting Cumbria to embark upon a wide range of challenging, adventurous activities, staying at one of our excellent residential centres this summer? Facilities exist at competitive prices for groups to make use of the limitless opportunities available in the beautiful county of Cumbria.

For a free brochure and further information, why not write to the Director of Education (OE Dept), 5 Portland Square, Carlisle, Cumbria CA1 1PU. (40721) 680000

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
SINGLEHURST HALL OUTDOOR EDUCATION CENTRE

One Year Residential Attachment to the Centre (2 posts – Scale 1 or 2 as RESIDENTIAL ALLOWANCE).

A unique opportunity is offered to enthusiastic and experienced class teachers of 8 – 13 year old children to develop specific areas of their work, using the resources offered by the Rural Environment of the Yorkshire Dales.

The Centre provides short term residential experience to classes of children from Primary and Middle Schools – the programme is based on a wide-ranging use of the outdoor environment as a stimulus to both curricular and social education.

Two posts are offered – one from September 1985 and one from January 1986. Existing salary (Scale 1 or 2) is offered plus a Residential Allowance from which a deduction for board & lodging is made.

Further information and application forms may be obtained from the Head of Centre.

Completed forms, together with a letter in support of the application, should be returned to the Centre, Singlehurst, Ingleborough Hall, Clapham via Lancaster LA2 8ER (Tel: Clapham 365) by 15 March 1985.

Reference ET 16785/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (B9056) 680000

LAKE DISTRICT

Calling all those proficient in outdoor activities i.e. SAILING, CANOEING, ARCHERY, ORIENTEERING ETC. We have a few vacancies left for those with some experience, or who are used to working with youngsters – fantastic opportunity to improve your own skills and to try many new activities.

If you are free from March 14 and are interested in joining us for any period until mid-Nov., phone the Personnel Department at HF Holidays on 01-802 3581 (34187) 680000

YORKSHIRE DALES

TEMPORARY INSTRUCTORS YORKSHIRE DALES NATIONAL PARK

Required as soon as possible, evening three instructors in outdoor activities, particularly canoeing. Instructing period March to August 1985.

Full details available from Centre Manager, Whernside Cave & Fell Centre, Dent, Sedbergh, Cumbria LA10 5RF, date 15th March, 1985. (40148) 680000

POOLE AND DORSET

POOLE AND DORSET ADVENTURE CENTRE

Requires as soon as possible a permanent instructor who is interested in working with young people of all ages in a positive way. Activities undertaken are: canoeing, rock climbing, caneillion, swimming and rambling. Must be over 21 years of age with a clean driving licence and single. Accommodation available with full board. Salary £3,500 per year.

Further details from the Director, Poole and Dorset Adventure Centre, Hercules Road, Hamworthy, Poole, Dorset BH15 4JY. Closing date for applications 22nd March 1985. (Assuming the advert will appear in Friday 1st March and Friday the 8th March 1985. (20308) 680000

SOUTH DEVON

COURTLANDS CENTRE
Kingsbridge, S. Devon

School Journies, Field courses, Outdoor pursuits. Coastal and Woodland. Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.

Contact: the Course Manager. Tel: 0548 550237 (44370) 680000

THE DRAKE FELLOWSHIP

A Registered Charity urgently requires Resident Staff to instruct unemployed youngsters in general outdoor activities throughout the Country.

Qualifications should ideally include M.L. Summer and B.C.U. 3I.

Apply with C.V. to: P.G. Lewis, M.B.E., Ten Trinity Square, London EC3P 3AX. (40941) 680000

SUMMER TEACHING JOBS IN AMERICA!

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. (40185) 680000

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Peripatetic Posts

BEXLEY
LONDON BOROUGH

Supply Teachers are required for service on a day to day basis. There is generally flexibility in working arrangements, but some schools require teachers for lengthy periods to cover sustained absences. Applicants offering Maths, Sciences and English are particularly encouraged to apply.

Application forms available from Chief Education Officer (for Schools (TS)), Town Hall, Crayford, Kent DA1 4EX (please enclose fullscap SAE). (40417) 670000

Miscellaneous

LOCAL SECRETARIES required throughout the UK and Ireland. Part time, term time only. Would suit teacher between jobs! Must have car owner. Phone (24801) 59784 Mr Ryder (40701) 660000

LONDON W4

Playgroup supervisor required to be in charge of and responsible for the day to day running of the playgroup. Must be fully qualified and experienced in working with children aged 3 – 5 years with an emphasis on the under fours. Applicants should be willing to work as part of a team, and to work with different young volunteers. Responsibilities would include: to work under the supervision of the playgroup committee, to arrange holidays. Suitable training in playgroup practice leading to NNEB or similar nursery nursing qualifications. Driving licence essential.

Salary £5,966 – £7,[illegible] plus London weighting of £627.

Application form and job description available from Mrs. Lesley Chilswick Family Service Unit, 326 Chiswick High Road, London W4 4HH (Tel: 01-747 0185). Closing date 18 March 1985. (40318) 680000

MERTON AND SUTTON
HEALTH AUTHORITY
HEALTH EDUCATION OFFICER

If you are a teacher who has successfully [illegible] and taken part in health education in schools with children between 5 – 12, this post will be of interest to you.

The person appointed will work with teachers in schools in the London Boroughs of Merton and Sutton, helping to identify the needs of individual schools and will develop and implement a structure for its development.

The appointment is for one year from 1st September 1985 and secondment is possible.

Salary: £8,360 to £[illegible] inclusive.

For an informal discussion please telephone Mr. P.G. Lewis on 01-649 3289.

For an application form and job description, please contact: District Personnel Department, Merton and Sutton Health Authority, Homeland Drive, Sutton, Surrey SM3 9QA. Tel: 01-642 5399, Ext. 366. Closing date 18th March 1985. (40577) 680000

SATURDAY COURIERS

Is your town in the Midlands? Are you [illegible] on Saturdays? Do you [illegible] drive? Yes? Then you could earn some extra cash! Contact Sharon Bourne on [illegible] to discuss your interest in becoming a part-time courier for children's journeys to and from activity holidays.

Alvaston, Derby [illegible] Dudley, Solihull, Walsall, Wolverhampton, Leek, Liverpool, Manchester, Northampton, Oswestry, Shrewsbury, Southampton.

Installs and [illegible] form [illegible] Lovell Systems Ltd., 1000 Station Avenue, Wyg. [illegible] Tel: [illegible] (40056) 680000

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Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. (40184) 680000

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EFL/ESP

ARE YOU INTERESTED IN TEACHING ABROAD? CONTRACT WORK IN ENGLAND?

Small, specialist Agency requires lively, energetic and responsible people for courses starting in March 1985.

Applicants must be fully qualified EFL teachers with experience.

Please apply in writing with full C.V. Curriculum Vitae plus the names and addresses of 2 referees to: Director of Studies, Kilvington Centre, Manners Road, Lowestoft, Suffolk NR32 2HD. Tel: (0502) 66833. OL1 700000

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OUTWARD BOUND ULLSWATER

We are seeking permanent and short term

STAFF

to join our residential personal development team in the Lake District. Applicants should be at least 25 years of age and have experience in a broad range of outdoor disciplines.

Full c.v. to The Principal by Monday 11th March.

Interviews will be held on Thursday 26th March.

Outward Bound Ullswater, Watermillock, nr Penrith, CA11 0JL. Tel: (09536) 347/8. (12310)

PGL YOUNG ADVENTURE EMPLOYMENT OPPORTUNITIES

PGL provides activity courses and holidays for school groups and unaccompanied children at centres in the UK and France, open from FEB to NOV, and just JULY and AUG. Many of our staff are teachers or trainee teachers taking a year out or joining us for their vacation.

CENTRE MANAGEMENT applicants should have management experience, good administration & organisational skills, diplomacy and a positive mature outlook.

ACTIVITY INSTRUCTORS AND SOME HEADS OF DEPT. are required for outdoor pursuits, sports, creative & performing arts, computing & EFL.

GROUP LEADERS are required to take responsibility for ensuring the children get the most out of their stay.

If you are interested in receiving FURTHER DETAILS please contact us stating your particular area of interest.

Mima Hoggard
PGL Young Adventure
631 Station Street
Ross-on-Wye HR9 7AH
Tel: (0989) 64211

EDUCATION DEPARTMENT
PERIPATETIC TEACHER OF MUSIC (VIOLIN/VIOLA)

Applications are invited from fully qualified teachers for the post of full-time teacher (Scale 1) of Violin/Viola. The successful candidate will join a well established music service working in Primary and Secondary Schools in the Southern area of the County.

Applicants should preferably be available for the commencement of the Summer Term, 1985 or Autumn Term, 1985 at the latest. The Authority is prepared to consider a temporary appointment for the Summer Term only and candidates should clearly indicate their availability in their application.

Application forms and further details are available (4.a.e.) from the Director of Education (Ref: 328) at County Hall. Closing date: 15th March, 1985.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

MISCELLANEOUS
continued

THE INSTITUTION OF MECHANICAL ENGINEERS

The expansion of our activities has created the following opportunities at the London Headquarters of the Institution. This position offers a competitive salary and generous benefits including contributory pension scheme, free life assurance and BUPA.

MARKETING AND SALES MANAGER OPEN LEARNING (REF: MSM)

The Institution, with Government support and funding, is setting up an Open Learning Centre with the aim of providing training to individual engineers and companies distributing learning material, through hire or purchase, on a wide variety of subjects of interest to engineers. A Marketing and Sales Manager is required to develop a marketing strategy.

This is an excellent opportunity for someone enthusiastic and with initiative. The successful applicant should be graduate educated to degree level. Previous experience of marketing services or products will be an advantage.

Applications for this post together with a C.V. giving details of age, qualifications and experience should be sent to: Personnel Officer, The Institution of Mechanical Engineers, 1 Birdcage Walk, Westminster, London SW1H 9JJ. (40078) 660000

English as a Foreign Language

ANGLO-CONTINENTAL
Qualified and experienced teachers are required immediately for vacancies until the Autumn. Apply to teach: Business English, Study Skills and Literature, Edinburgh. For further details please write to: A. Woodcock, Anglo-Continental School of English, 33 Wimborne Road, Bournemouth BH3 7AA (Tel: 0202 27414, Ext. 443). (40314) 700000

BOURNEMOUTH

KING'S SCHOOL OF ENGLISH
Bournemouth

Requires from 15th March qualified/experienced Teachers of English as a Foreign Language for adult students.

Please apply in writing to the Director of Studies, King's School of English, 315 Holdenhurst Road, Bournemouth BH8 8LD. (40194) 700000

EFL/ESP

ARE YOU INTERESTED IN TEACHING ABROAD? CONTRACT WORK IN ENGLAND?

Small, specialist Agency requires lively, energetic and responsible people for courses starting in March 1985.

Applicants must be fully qualified EFL teachers with experience.

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SUMMER FULL AND PART-TIME VACANCIES

Qualified EFL teachers with experience of teaching at all levels needed to teach at Richmond upon Thames College, Egerton Road, Twickenham, Middlesex, from 1st July to 31st August. Duties include preparation and supervision of activities programme, including evening and weekend work. Applications, including C.V. and telephone number to: Director of Studies, Centre for Short Courses, Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. (40100) 700000

MARBLE ARCH INTENSIVE ENGLISH

TEACHER TRAINER required with experience of RSA Pres. for 4-week intensive courses in May.

EXPERIENCED TEACHER required to teach General English at all levels from Elementary to Advanced. Business English, RSA diploma preparation, Speaking Skills. Duties include teaching, preparation of activities programme for older groups, testing, placement, supervision, practical and theoretical knowledge of computers. Experience of working with children aged 8 – 16 years with emphasis on the older age group. Flexibility and willingness to work as part of a team. Ability to work with different young volunteers. Responsibilities would include: to work under the supervision of the playgroup committee, to arrange holidays. Suitable training in playgroup practice leading to NNEB or similar nursery nursing qualifications. Driving licence essential.

Salary £5,966 – £7,[illegible] plus London weighting of £627.

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ROME

TEFL Teachers with knowledge of Italian required for residential summer courses from June to end August. Experience with children or trainees necessary. Ability to teach one or more of the following activities an advantage: arts and crafts, computer basic/programming, photography, outdoor pursuits, sports and drama. Write with C.V. to: English Alive, Via Cassia 2c, 00189 Roma, Italy. Tel: (06) 7353940. (40844) 700000

SUMMER EFL TEACHERS

Nord-Anglia International is one of the major providers of courses for overseas students in the U.K. We require teachers for our centres in the Greater London area, Oxford, Cambridge, Kent, Brighton, Bath and Worcester/Malvern. Teachers with Diploma qualifications and experience may be appointed to higher salary as Course Directors.

Nord-Anglia is an Equal Opportunities employer. Fee Land, 7475. (44848) 700000

English as a Second Language

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
GRANGE SCHOOL

13 – 19, 13 fe mixed Upper School with roll of 1,100 including 210 in years six and seven.

Required for September 1985 a teacher of English as a Second Language. The post is a permanent one, on Scale 3 and will have a specific responsibility as second in the department. Applicants should have experience in ESL work in secondary schools, and be interested in developing support programmes within the school as the school policy is to make it a language work.

Further details of the post and the school; and application forms, can be obtained from the Headteacher, Grange School, Grange Lane, Bradford BD5 9EE (please) to whom the completed forms should be returned by 8th March 1985.

Ref ET 16347/TES.

Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (B9055) 710000

Appointments Wanted

LAW GRADUATE. Qualified Solicitor with professional experience who is also a qualified teacher with teaching & lecturing experience seeks position to commence September 1985. Willing to undertake Law to 'O' & 'A' Level standard. Available immediately. Contact Miss D. Jones, Boundary Cottage, Boundary Lane, Over Peover, Cheshire. 0565 861804. (40108) 750000

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LAW AND ENGLISH. Vocation-cational-vocational. Correspondence tuition personnel. Tel: 01-221 5858 pm. (40620) 770000

'A' LEVEL PSYCHOLOGY. Personal tuition by tutor (40852) Tel: 0843 68435. 770000

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100%/105% MORTGAGES FOR TEACHERS. For details contact Apex Mortgage Consultants, 45 Stanstead Road, Caterham, Surrey CR3 6AA. Tel: 01-668 3968 or 03-648 5497. (05758) 800000

HOLIDAYS AND PERSONAL LOANS. From £100 upwards arranged without security or guarantors. Call Personal Loans Ltd. 107 Jermyn Street, London, SW1 6EW. Write, phone or call for written quotation. Tel: 01-839 3955. (18196) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGIONAL TRUST LTD., 100 Wigmore Street, Piccadilly, London W1A 4EY. Phone 01-486 8934. (12197) 800000

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£100 – £160 per week

(plus full board and lodging)

Join one of England's Leading Teams of Teachers this summer. Help us run courses for European children 7-12 or 13-17 years in Canterbury and at Rödean School Brighton.

June 30 – July 20,
July 21 – Aug 10,
Aug 11 – 31.

Teach English, Sports or Activities or all three! New ideas & methods! Have an exhilarating, exciting, exhausting but well paid summer job!

Full CV, letter, photo & phone no to:

Pilgrims Language in Action
8 Vernon Place
Canterbury
Kent CT1 3YG.

Pilgrims Language Courses

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HANDLING LIFE – Clues to Understanding and Coping. Conference, 25 – 26 July 1985 at Stoddeston Manor, Experts in vitro fertilisation, terminal care, Christianity seen for others. Details: Medical Churchman's Conference, 9 St. Peters Close, Bloomall, Walsall WS9 9EN (402111). 850000

For Sale and Wanted

ALTERNATIVES FOR TEACHERS, full-time/part-time. Basic/intensive necessary. Careers in Publishing. Careers in Writing & Publishing. Careers in Marketing. All three £4.95. Dept. ES, Hamilton House, Northampton. Access phone 0604 851888. (40081) 860000

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ADVENTURE HOLIDAYS 3 weeks Kashmir Ladakh, Chitcomans and Black Mountains, Turkey Lycian Way, 14 days Nepal High Road, 185 Streatham High Road, London SW16. Tel: 01-769 6689. (31897) 880000

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SUMMER JOBS IN AMERICA
Children's summer camps in America are looking for counsellors, sailing, waterskiing, tennis, arts & crafts, drama, music, drama to coach, from mid-June to mid-August. Between 18 and 25 years old. Good pay and time off. Return flight, visa, food and accommodation included. Interviews in London. Write for application form to: Camp Counsellor USA, 37 Queens Gate, London SW7 5HR. Tel: 01-589 3223. Enclose SAE. (40136) 880000

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School tested with computing, home economics, science and geography groups.

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